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ABSTRACT

For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and Post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 345-017 348 in this issue. (AG)

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LEARNING ACTIVITY PACKAGES

Exploratory

Goals 1-2

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LAP Prepared By: Dr. Norman P. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # _____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.

Goal 1

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Make a chart of your school program listing reasons why you are enrolled.
2. Recognize that the process as well as the content of the curriculum relates to career development.

RATIONALE

This LAP is designed to help you recognize the relationship between your current school program and future job requirements; also to identify the relevancy of your school program.

DIRECTIONS

In this LAP you will take a pre-test; decide the depth of your involvement in this LAP; complete a chart of your program; list reasons why you are enrolled; note examples of how others have done this; confer with your teacher or coordinator; consider additional activities for in-depth study (IDEA's); and complete a post test. Go Gettum.

PRE-TEST

1. List the courses in which you are now enrolled. Put them in a column (below).
2. List in the adjoining column reasons why you are enrolled in those courses.

Period	Course Title	Reasons Why YOU Are Enrolled
1		
2		
3		
4		
5		
6		
7		

3. Describe, briefly, your interpretation of "relevancy" of school curriculum to the world of work.

_____

_____

_____

In light of how you organized and stated these ideas or concepts, discuss with your teacher or coordinator just how deep to go in this LAP. Several levels of activities--things to do--are suggested here. So decide now, with the teacher's help, how much time to spend or how much of these materials to follow in meeting this goal. Good luck.

LEARNING ACTIVITIES AND RESOURCES

The purpose of the LAP is to encourage you to complete some simple tasks that will allow you to more clearly see that your school program is in fact closely related to future job requirements and responsibilities. Further, you will be able to better select future course work to match your career plans.

The basic idea of this LAP is that school programs (learnings, courses, curriculum, units, subjects, etc.) are, or should be, related to career plans, job requirements and responsibilities. In other words, things we learn NOW are relevant to those things we will do LATER for a living. Thus, course content--new skills and knowledges we are currently learning--are indeed related to, and based on, those skills and knowledges we are expected to do on-the-job in the world of work.

Further, this LAP should suggest to you that:

1. The manner in which we learn new skills and knowledges
2. The processes we are involved with in school courses, and
3. The classroom activities we do in the process of learning are indeed relevant to job requirements and responsibilities.

Thus not only what we learn, but how we learn it, are relevant to career development and preparation.

For example, all we learn and are preparing for are not clear-cut knowledges and skills: some are attitudes, beliefs, etc.

In P. E. and sports, one learns to do things alone, individually, and sometimes in groups or teams, cooperatively. This is a neat reflection of the manner in which people work on jobs: sometimes alone, singularly, and often with others cooperatively working together. One learns to do what they do, obviously. Thus we need to see that the school curriculum or subject matter should be taught and learned in a manner or means or using the processes that are expected of us socially or in the world of work.

Rarely, if ever, do people write term papers or themes for a living. This truth seems to show us that these school activities are senseless. On the other hand, many or most jobs require people to think logically and arrange materials and knowledges in some sensible manner,

putting it all together sensibly. Therefore, we should note the obvious need to teach people to read, write, organize, deduce, etc.,--needed on a job--and see that the method or way these are taught are in themselves useful learnings for successful employment.

Here is a sample of the way one student viewed his school program and some reasons for taking those courses. It is very simply done.

COURSE TITLE	REASONS WHY ENROLLED
History	Required by school
P.E.	Required
English	Required
Woodshop	I wanted to make some things
Math	Required
Work Experience	Counselor talked me into it

Here is another sample. It is the way another student looked at his school program and the reason for having selected his courses. Note that he lists at least two reasons and that he slants the wording towards the employment scene. But, again, note how very simply stated.

COURSE TITLE	REASONS WHY ENROLLED
Music	I like to sing; singing interests me as a vocation
P.E.	Required; strengthen body muscles, learn cooperative team work
Typing	Learn skills needed in offices; sharpen typing speed
Social Studies	Required; emphasize history of social development
English	Required; improve 3R's skills
Work Experience	Further explore job requirements and opportunities

Now you make a chart (similar to those above) of your own school program and list several good reasons why you are enrolled. Use the form shown on the next page -- or devise your own form.

MATCHING SCHOOL PROGRAM WITH CAREER PLANS		
Period	Course Title	Reasons Why YOU Are Enrolled
1		
2		
3		
4		
5		
6		
7		

POST TEST

1. Arrange a time and place to discuss with someone else (a fellow student, your parents or relatives, a teacher, etc.) the topics and things you did in this LAP. You do most of the talking. This is a tune-up or practice session for the next step below.

2. Now do the same with your work experience teacher or coordinator. Show him your charts and paragraphs. Tell him what you did. Describe what you learned. Use the Pre-Test of this LAP as a base for your description.

3. Decide, with him, mutually, your next step--your next lesson or LAP.

4. Suggest a mark or grade or credit you should receive for this effort.

I-DEAS

1. Do the same, make a new chart, for the courses you have previously taken.

2. Do the same, make a new chart, for the courses you intend to take next semester.

3. Think up, and relate to your work experience teacher or coordinator (or write down) a totally different scheme or tack--different from those included here--that have the same goal as the one we started with. (Re-read the LAP program goal.)

4. Here are 15 major occupational clusters found in the world of work. Here, also, is a list of traditional school departments and subjects. (Add to it if you wish.) Now, design and complete a chart showing a relationship or correlation of one to another. (For example, Industrial Education, Woodshop, is indeed related to Construction Technology.)

CLUSTERS

Business and Office Occupations
Marketing and Distributive Occupations
Communications and Media Occupations
Construction Occupations
Manufacturing Occupations
Transportation Occupations
Agri-Business Occupations
Marine Science Occupations
Environmental Control Occupations
Public Service Occupations
Health Occupations
Hospitality and Recreation Occupations
Fine Arts and Humanities Occupations
Personal Services Occupations
Consumer and Homemaking Occupations

SCHOOL SUBJECTS

BUSINESS
- Typing
- Bookkeeping
- Salesmanship
- Office Machines
- Distribution

INDUSTRIAL
- Woodworking
- Metalworking
- Drafting
- Graphic Arts/Printing
- Automotive Mechanics
- Electricity/Electronics
- Crafts/Plastics

HOME ECONOMICS
- Home Management
- Family Relationships
- Home Furnishings
- Child Development
- Health and Safety
- Foods and Nutrition
- Clothing and Textiles

AGRICULTURE
- Farm Mechanics
- Ornamental Horticulture
- Animal Husbandry
- Farming

ENGLISH

SCIENCE
- Physics
- Chemistry
- General Science

MATHEMATICS
- Algebra
- Calculus
- General Math
- Geometry
- Trigonometry

SOCIAL STUDIES
- History
- Sociology
- Psychology
- Geography

SPEECH

DRAMA

ART
- Drawing
- Painting
- Crafts

PHYSICAL EDUCATION

SPORTS

MUSIC
- Instrumental
- Choral

5. Obtain a school catalog of <u>all</u> courses offered at your school. Construct a similar chart to the one developed here--listing the relationships of school learnings (skills and knowledges) to career requirements.

6. Do the same but concentrate not on <u>what</u> learned but on <u>how</u> learned.

7. Give a speech or oral report for extra credit, in class, related to what you learned in this LAP.

8. Write a report, for extra credit, for one of your classes, related to what you learned in this LAP.

9. List, say, 3 probable jobs you would like to have or are considering; then list about 6 big job "requirements" or "responsibilities" that are, or seem to be, requisite for gaining employment.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.1 Identify the education goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.

NOTE TO THE STUDENT

By the time you finish this LAP, you will be able to identify a skill, knowledge, and attitude which you will learn in each of your classes. These goals will relate directly or indirectly to your future career.

RATIONALE

This LAP is designed to help you understand that each course has a purpose. One way to identify the purpose of each course is to understand the skills, knowledges, and attitudes taught in a course. Hopefully, these will always relate directly or indirectly to your future life. If you understand why you are taking a course it will help you to do well in it and help to discover the path to your future career goal.

DIRECTIONS

In this LAP you will practice identifying skills, knowledges, and attitudes related to the courses offered in your school. You will then give reasons why you are taking your current courses and you will get your teacher's reasons. You will then compare his ideas with yours.

PRE-TEST

Your physical education teacher might suggest that the purpose for taking gym is to:

a. recognize basic physical fitness exercises.
b. learn sportsmanship.
c. learn how to play baseball.

1. Write two or more reasons why you are taking P.E. To pass this test your reasons should deal with learning skills, knowledges and attitudes.

2. Now circle the key words which indicate that a skill, knowledge or attitude will be learned.

List your reasons here:

a._____

b._____

c._____

d._____

Each reason should have a key word or phrase circled.

ANSWER KEY

1. Each answer must list a skill, a knowledge or an attitude.

2. Key words circled should indicate that skill, knowledge or attitude, e.g., a) recognize = a knowledge, b) sportsmanship = an attitude, c) play baseball = a skill.

LEARNING ACTIVITIES AND RESOURCES

There are five parts to this activity.

1. Six reasons are listed below for taking a typing course. Circle those reasons which you think relate to skills, knowledges, and attitudes which would be learned in a typing course that would be relevant to a future career (or adult responsibility.)

_____ A. To learn where the keys are on a typewriter.

_____ B. To improve my manual dexterity.

_____ C. So I can get a better summer job.

_____ D. So I can type my term papers.

_____ E. To better understand the standards required by modern businesses.

_____ F. To see whether or not I could stand to work in an office.

You should have checked all six reasons.

It is important to clarify now the differences among skills, knowledges and attitudes.

A SKILL involves the ability to perform a task:

1. Throw a baseball accurately (baseball)
2. Operate a telescope (astronomy)
3. Wire a lamp (electricity)
4. Lead a discussion (civics)
5. Take effective notes (English)

A KNOWLEDGE is knowing information:

1. The rules of baseball (baseball)
2. The names and locations of various constellations (astronomy)
3. The principles of electricity (electricity)
4. How our federal government is organized (civics)
5. The parts of speech and their functions (English)

An ATTITUDE involves just that; how you should feel about some things:

1. Sportsmanship (baseball)
2. An appreciation of the place of man and earth in the universe (astronomy)
3. A respect for safety in working with live wires (electricity)
4. An appreciation of the wisdom of the writers of our constitution (civics)
5. That good grammar is essential in making yourself understood (English)

To some degree you will learn all three -- skills, knowledges, and attitudes in each of your courses. Naturally, some courses emphasize one or another but all are present. These may be viewed as the GOALS of your courses. Now we will practice recognizing them.

LEARNING ACTIVITIES AND RESOURCES - (Continued)

2. Now indicate next to each reason A through F in #1 whether that reason is a skill, a knowledge or an attitude. Check your answers against the key on page 6.

3. On the attached form write out for each of your courses two to five reasons why you believe it is being offered.

4. Now find out from each of your instructors his reasons for his particular course. Have them fill in their "why's" next to your "why's" on the same form.

5. Compare the two sets of reasons and describe in the appropriate column how the two sets of reasons are alike and in the last column how they are different.

KEY

A. Knowledge

B. Skill

C. Knowledge

D. Skill

E. Attitude

F. Attitude

COURSE TITLE	MY STATEMENTS OF COURSE GOAL, PURPOSE, INTENT	TEACHER'S STATEMENT OF COURSE GOAL	COMPARISON OF GOALS AS STATED BY TEACHER-STUDENT	
			ALIKE	DIFFERENT

1. On the form below list two of your current courses.

2. For each course write out the course goals expressed in terms of skills, knowledges and attitudes. You should have at least one skill, knowledge and attitude for each course.

COURSE TITLE	SKILLS	KNOWLEDGES	ATTITUDES

To pass this test you should be able to clearly understand the differences among skills, knowledges and attitudes and list at least one for each course.

3. Suggest to your teacher a mark or grade or credit you should receive for this effort.

4. Discuss with your teacher your next step--your next lesson or IAP.

I-DEAS

1. Ask your teacher how he arrives at his goals for any given course.

2. Prepare vocabulary cards for the key words used in this LAP. Write out your own definitions for these words.

3. Have a class committee of four to six people prepare a report which suggests "ideal" goals for a given class. These goals should be ideal with respect to a course preparing someone for a job situation.

4. Prepare a short description of your courses appropriate for a school catalog or bulletin.

5. Prepare an oral or written report on what you have learned in the LAP.

6. Given the performance objective of this LAP, think up a completely new approach to achieving the objective. Prepare a learning activity for presentation to your teacher.

7. Discuss with your family your school courses, particularly why you are taking the courses you are presently enrolled in.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.1 Identify the education goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to combine your ideas about a given course with those of your teacher and come up with a new and possibly more accurate view of what you can accomplish in that course.

RATIONALE

This LAP will help you to understand that your reasons for taking a course may not be the same as your teacher's reasons for giving it, and that a combination of these different but related attitudes (e.g., You are interested in your own future and interests while the teacher must consider many students each with his own goals) can produce a very good objective for a given course.

DIRECTIONS

In this LAP you will choose a course you are presently taking and compare your goal objectives with those of your teacher. Then, you will combine (synthesize) them into one or more goals using elements of both your goals and those of your teacher. Then you will justify your synthesis.

PRE-TEST

1. Choose from the three statements below made about a home economics class the one which combines the elements of the other two. Circle the correct answer.

   A. To learn to cook
   B. To learn to prepare tasty nutritional meals
   C. To teach proper menu planning

   The correct answer is B. Note how it combines the elements of A and C. One of these objectives could have been suggested by a teacher and the other by a student.

2. Now choose the combination statement for the three courses below. Again, circle your answer.

   MATH:

   A. To learn to balance my checkbook.
   B. To learn to use math in everyday life.
   C. To learn four-column addition.

   WOODSHOP:

   A. To teach students to think safety.
   B. To learn to make furniture.
   C. To learn the safe operation of woodworking equipment for home use.

   BAND:

   A. To provide music for school football games and civic parades.
   B. To learn to play in a band.
   C. To get into football games free.

By now you should recognize how two objectives can be combined (synthesized) into one objective. When you understand this, proceed to the next activity. Or, discuss with your teacher or coordinator just how deep to go in this LAP. Decide now with his help just how much time to spend or how much of the following activities to do in meeting the goal of this LAP. Good luck.

ANSWER KEY

Math - A

Woodshop - C

Band - A

LEARNING ACTIVITIES AND RESOURCES

One student stated that a goal of the American History course was to "make her a better citizen." The teacher stated that a goal of the American History course was that "knowing our past helps us to understand our present and future." We can combine (synthesize) these goals into one goal which could better describe the importance of this American History course for you. For example -- "An understanding of our past helps conscientious citizens to plan more intelligently for our nation's future." This is broader, yet more relevant goal. There are five parts to this learning activity. Do all five.

1. Following the example above, select a course (not American History) that you are now taking.

2. In the appropriate space state your ideas of the goals (objectives) of the course.

3. Now get your teacher to fill in his goal (objective). You can copy this from the previous IAP.

4. Synthesize the two sets of objectives taking the best points from each. You may make one or more combinations.

5. The combinations should be more relevant than either of the orignal sets of objectives. Give reasons why the synthesis is more relevant and/or realistic. Remember that you are interested in your own future needs; whereas, while your teacher is more familiar with the subject, he must gear his course to all his students.

1. Course title: _____

2. Your goals (objectives) for the course: _____

_____

_____

3. Teacher's stated goals (objectives) for the course: _____

_____

_____

4. Combinations (systheses) of the above listed goals (objectives):

_____

_____

_____

_____

_____

5. Why the synthesis is more relevant: _____

_____

_____

_____

_____

POST TEST

1. Write out two objectives for a Science course.

   a. _____

   b. _____

2. Now write out a synthesis of these objectives.

   _____

   _____

   _____

   _____

To pass this test your synthesis should contain elements of both original objectives and should be relevant to your career goals and/or adult responsibilities.

I-DEAS

1. Pick an occupational area and list all courses offered at your school which would teach skills, knowledges and attitudes related directly or indirectly to this occupational area.

2. Have a class discussion combining your teacher's goals for your course with yours and your classmates. Prepare a list of combined goals.

3. Watch a TV program about someone in a career area (nurse, policeman, doctor, etc.). Note as many skills, knowledges and attitudes as you can which relate directly to his work.

4. In a shop or store, observe some skills, knowledges and attitudes of the employees there.

5. Write out two objectives for a music course. Write a synthesis of these objectives for presentation to your teacher.

6. Choose two occupational areas of interest to you. Now write out as many skills, knowledges and attitudes as you can for each area.

7. Prepare vocabulary cards for the key words used in this IAP. Write out your own definitions of the words.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.2 Observe the activities of persons in a variety of occupations and relate them to the education goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.1 After observing a minimum of two (2) careers, list at least three (3) employment skills required for each career. Identify courses which you have already taken, are now taking, or might take in the future, whose educational goals would assist you to acquire the skills required for each of the careers listed.

NOTE TO THE STUDENT

By the time you finish this LAP you should be able to select courses which will furnish you with specific skills which you could use in specific careers.

RATIONALE

This LAP is designed to help you see the direct relationship between the skills taught in your classes and the skills required on the job. Some skills learned in school will apply directly to work experience while others will assist you indirectly in learning job skills.

DIRECTIONS

In this LAP you will select two (2) careers which you have observed, therefore have some knowledge of. You will write out several on the job skills for each career then list courses offered at your school which teach these skills directly or indirectly.

PRE-TEST

Four careers are listed below in Column A. For each career indicate by number next to the career, one or more courses from Column B which would teach you a skill for the career. For example, #2 would be one answer for secretary in that secretary's often use business machines.

Column A	Column B
Secretary_____	1. Woodshop
	2. Business Machines
Policeman_____	3. Drivers Training
	4. Shorthand
Dress Designer_____	5. Band
	6. Sewing
Pharmacist_____	7. Chemistry

Now write three employment skills for a checker in a grocery store.

1._____

2._____

3._____

Check your answers with those on the next page. You should be able to answer all of the matching and give at least two skills for a checker in a grocery store to pass this test. After completing this pre-test proceed with the activities which follow.

Your teacher may want to suggest to you just how much to get involved with the various activities listed. Good luck.

ANSWER KEY

Secretary - #2, #4

Policeman - #3

Dress Designer - #6

Pharmacist - #7

Grocery clerk would include: make change, operate cash register, know prices, bag groceries, etc.

LEARNING ACTIVITIES AND RESOURCES

1. On the following form fill in the titles of two different careers which you have observed.

2. In the adjoining column write three skills required for someone in each career. (Remember: A skill involves being able to perform a task. For example: Type a letter, take someone's pulse, or fill out an order form.)

3. Now consider courses offered at your school which you have taken, are taking or could take, which would teach you the skills you have just listed. Write the course names in the appropriate columns. One course might teach you more than one skill or might apply to more than one career.

RELATING ON THE JOB SKILLS TO THOSE TAUGHT IN SCHOOL

TITLE OF CAREER YOU HAVE OBSERVED	REQUIRED SKILL	COURSE NOW TAKING	COURSE ALREADY TAKEN	COURSE MIGHT TAKE IN FUTURE

POST TEST

On the form below list three courses offered at your school and three skills taught in each course. For each course list two occupations which would utilize one or more of the skills for each course you have listed.

COURSE TITLE	SKILLS LEARNED	OCCUPATIONS USING THESE SKILLS

1. In order to pass this test you should be able to fill in all columns.

2. Compare your answers with those of a classmate.

3. Give yourself a grade depending on how well you have related occupational skills to skills learned in school.

Grade:_____

I-DFAS

1. Prepare an ideal high school curriculum for your chosen vocational area.

2. Prepare vocabulary cards for what you consider to be the key words in this LAP. Write out your own definitions of these words.

3. Find and read three or more magazines which cater to a specific occupational area.

4. For each of your courses, write out how the course relates to your future career/adult responsibilities. You should be able to link the skills, knowledges and attitudes learned in each course with your future career.

5. List five things you look for when observing someone in a work situation. How do they relate to job duties and responsibilities?

6. Observe someone in a work situation; make drawings or take photographs of this person to depict his employment skills.

7. Arrange for a field trip to observe a particular type of job.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.2 Observe the activities of persons in a variety of careers and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.2 Given a list of responsibilities related to a variety of careers, identify those which are important to successful performance for at least two (2) careers you have observed. Explain why each career requires the responsibilities you have identified. Then list the courses which you have taken, are now taking, or might take in the future whose educational goals (purposes) would assist you to assume these career responsibilities.

NOTE TO THE STUDENT

This LAP will provide an opportunity for you to relate career responsibilities to courses taken in school.

RATIONALE

You should relate the courses taken in school to requirements of careers in which you are interested. The more closely you can do this, the more relevant school becomes to future employment.

DIRECTIONS

You will list responsibilities that are related to careers observed and explain why these responsibilities are necessary. An opportunity will then be provided for you to relate career requirements to courses you are taking during high school.

INTRODUCTION

An advantage of enrollment in Work Experience Education is that a student is often provided an opportunity to relate how his school courses help to qualify him for a career in which he is interested.

An important aspect of the Work Experience Education program is that schools can receive information directly from students that includes recommendations for the revision of courses to help the schools in meeting student needs. This LAP provides an opportunity to compare COURSES with CAREER RESPONSIBILITIES to determine if you are getting the best possible education to meet the requirements of your present career station.

You will discover while completing this LAP that there is more to job success than the day-to-day skills and tasks utilized when accomplishing your assignments. Actually, working is a rather personal thing, as you will soon discover.

PRE-TEST

INSTRUCTIONS: On the following page are ten (10) statements which are the Pre-Test for this LAP. You are to place a "T" in the space provided, if the statement is "TRUE." If the statement is "FALSE," then place an "F" in the space provided.

Read each statement carefully before marking it "T" or "F."

To pass this test, you will need to mark 9 out of 10 answers correctly, as checked against the Pre-Test Key on pages 5 and 6.

If you mark at least nine (9) statements correctly, you may return this LAP to your Coordinator and continue on with the next one. He will give you credit for having completed this LAP.

If you did not answer nine (9) or more statements correctly, continue on to Activity #1 on page 7. When you complete that exercise, continue on to Activity #2 on page 8. Activity #3 is the last one. It is on page 10, just prior to the Post-Test Instructions.

PRE-TEST

_____ 1. Most persons who lose their jobs do so because they can't master the technical skills that are necessary to do the assigned tasks.

_____ 2. Not too many people are discharged from positions for such easily corrected habits as carelessness and non-cooperation.

_____ 3. A pleasing personality, particularly as it relates to customers, fellow workers, and your employer, is just as important as intelligence on most jobs.

_____ 4. Most of the "good" jobs now require a four-year college education.

_____ 5. Most often, persons who are discharged from jobs are fired as a result of something someone else did.

_____ 6. A common cause for discharge among young workers is the inability to work fast enough to keep up with older, more experienced employees.

_____ 7. In our technological, computerized society, it is estimated that about 40% of the jobs now require four (4) years of college training.

_____ 8. Relationships with other persons are important in practically all jobs, and cannot be over-emphasized.

_____ 9. It is very seldom that persons on entry-level jobs have the opportunity, or are expected, to do anything using their own initiative or ambition.

_____10. Generally speaking, we can say that success or lack of success on a job can be related directly to habits we have formed or personal characteristics we possess.

PRE-TEST (Scoring Key)

1. FALSE A study of the records of 76 corporations by H. C. Hunt revealed that 10 per cent of those persons who lost their jobs were deficient in technical skills, while 90 per cent of the discharges resulted from some unfortunate personality trait. Of the deficiencies preventing promotion, 76.5 per cent were personal traits, and only 23.5 per cent were related to specific skills. The personal traits listed in this study -- those which led to discharge or prevented promotion -- were, in order of importance:

1. Carelessness
2. Non-cooperation
3. Laziness
4. Absence without cause
5. Dishonesty
6. Attention to outside things
7. Lack of initiative
8. Lack of ambition
9. Tardiness
10. Lack of loyalty
11. Lack of courtesy
12. Improper grooming
13. Self-satisfaction
14. Irresponsibility
15. Unadaptability
16. Absence due to illness

2. FALSE Refer to the answer to Statement #1 above. You can readily see that CARELESSNESS AND NON-COOPERATION were the two most common personal traits that led to employee discharge.

3. TRUE Dr. Laird, a psychologist at Purdue University, found convincing evidence of this in the careers of graduate engineers who had been employed for five years.

"The group which rated highest in personality was earning an average income of $3,000. a year. The group of lowest personality rating was earning only $2,058. a year. Personality was paying the former group about $1,000. a year." "Good intelligence did not pay them nearly so well as good personality. Those highest in intelligence were earning $3,623. a year, while those lowest in intelligence were earning $2,478. a year. Superior intelligence paid each $150. a year -- while a superior personality paid more than six times as much."

4. FALSE The United States Department of Labor (USDL) has recently estimated that the non-college degree positions comprise approximately 90% of all jobs in the U. S. It should be noted, however, that there has been a vast increase in the number of jobs that require a technical level of training. This is usually considered as being a two-or-three year program of education and training, generally at a local community college level.

5. FALSE Paul W. Boynton, Supervisor of Employment, Socony-Vacuum Oil Company, and author of Six Ways to Get a Job, says, "It is things like tardiness, sloppiness, and inability to get along with other people, laziness, lack of initiative, which take people off the payroll. There is not one of these things which could not be corrected if the employee honestly tried. There is not one of these things for which anyone else is to blame, yet a man never admits that he was to blame, that he was at fault in any way, when he is fired. The boss had it in for him -- he got all the hard jobs -- he hadn't had a fair chance."

6. FALSE Remington Rand released the results of a study concerning persons who had been discharged from the organization and the reasons for the termination of employment.

Eighty-five (85) per cent of the terminations related to personality -- pleasing personal appearance, ability to get along with people, evidence of interest in a variety of social and athletic activities. At no place in the report was inability to keep up mentioned as a cause for discharge from the company.

7. NOT SO Re-read the answer to Statement #4. This idea that you must have a four-year college degree to be successful is a myth and a hoax that is confusing and frustrating too many youth in our society today.

8. STILL TRUE To work for any employer, we can repeat time and again, you MUST be able to get along with, and relate well with, your fellow workers.

9. FALSE Refer back to the answer of the first statement. Of the sixteen (16) personal traits that led to discharge, numbers seven (7) and eight (8) in that list were "Lack of Initiative" and "Lack of Ambition."

10. NOW TRUE Do you need additional evidence? Ask your service station manager, the head clerk in the supermarket, or a waitress. They will all relate what you have discovered in this test activity.

Activity #1. A list of twenty (20) Career Responsibilities are provided below. You are to relate these responsibilities to the Career Station where you are currently assigned.

Place a check (✓) after each Career Responsibility in the appropriate column to indicate whether that responsibility is IMPORTANT, NOT IMPORTANT, or DOES NOT APPLY to career stations where you have been assigned by your Work Experience Coordinator.

	RELATIONSHIP TO CAREER STATIONS		
CAREER RESPONSIBILITIES	IMPORTANT	NOT IMPORTANT	DOESN'T APPLY
1. Using hand tools			
2. Using good telephone technique			
3. Getting along with other workers			
4. Working with machinery			
5. Serving the public			
6. Following detailed instructions			
7. Using mathematics to do my job			
8. Reading directions or instructions			
9. Moving hands and fingers with speed and accuracy			
10. Create and use my own ideas			
11. Keeping accurate records			
12. Handle money and count change			
13. Drive motor vehicle			
14. Neat, well-groomed appearance			
15. Good attendance and on-time			
16. Must get along with other employees			
17. Must write legibly while at work			
18. Frequently answer questions			
19. Keep work area clean			
20. Needed skills to get job			

ACTIVITY #2. Select up to ten (10) CAREER RESPONSIBILITIES from the previous page that you marked as being IMPORTANT. Write the names of these Career Responsibilities in the ten (10) spaces provided below.

After each Career Responsibility, write a one-sentence explanation as to why it is IMPORTANT at one of your Career Stations.

1. _____

Important because: _____

_____

2. _____

Important because: _____

_____

3. _____

Important because: _____

_____

4. _____

Important because: _____

_____

5. _____

Important because: _____

_____

6. _____

Important because: _____

_____

7. _____

Important because: _____

_____

8. _____

Important because: _____

_____

9. _____

Important because: _____

_____

10. _____

Important because: _____

_____

ACTIVITY #3. An opportunity is now provided for you to relate Career Responsibilities with courses in school which you have taken, are now taking, or plan to take in the future.

You are to write the titles of up to ten (10) Career Responsibilities that you wrote on the previous pages, pages 8 and 9, which were part of Activity #2. After each, write the name of the course you have taken in school, or that you plan to take, that will help you to meet this requirement.

	CAREER RESPONSIBILITY	SCHOOL COURSE THAT APPLIES
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

POST-TEST

INSTRUCTIONS: On the following page are ten (10) statements which comprise the Post-Test for this LAP. You are to place a "T" in the space provided if the statement is "TRUE." If the statement is "FALSE," then place an "F" in the space provided.

Read each statement carefully before marking it "T" or "F." When you have completed this Post-Test, turn to the Post-Test Key on pages 13 and 14 and check your answers against those provided in the key. After completing this LAP, you should be able to mark all ten (10) statements correctly.

If you find you have answered some statements incorrectly, you may change your answers to make them correct. Carefully read the explanation of those answers in the Post-Test Key.

You have now completed this LAP. Please return it to your Work Experience Education Coordinator for an evaluation and discussion of this experience. However, it is suggested that you read over the I-DEAS. You may find it interesting and wish to complete that exercise, even though it is not required.

POST-TEST

_____ 1. Most persons who lose their jobs do so because they can't master the technical skills that are necessary to do the assigned tasks.

_____ 2. Not too many people are discharged from positions for such easily corrected habits as carelessness and non-cooperation.

_____ 3. A pleasing personality, particularly as it relates to customers, fellow workers, and your employer, is just as important as intelligence on most jobs.

_____ 4. Most of the "good" jobs now require a four-year college education.

_____ 5. Most often, persons who are discharged from jobs are fired as a result of something someone else did.

_____ 6. A common cause for discharge among young workers is the inability to work fast enough to keep up with older, more experienced employees.

_____ 7. In our technological, computerized society, it is estimated that about 40% of the jobs now require four (4) years of college training.

_____ 8. Relationships with other persons are important in practically all jobs, and cannot be over-emphasized.

_____ 9. It is very seldom that persons on entry-level jobs have the opportunity, or are expected, to do anything using their own initiative or ambition.

_____10. Generally speaking, we can say that success or lack of success on a job can be related directly to habits we have formed or personal characteristics we possess.

POST-TEST (Scoring Key)

1. FALSE A study of the records of 76 corporations by H. C. Hunt revealed that 10 per cent of those persons who lost their jobs were deficient in technical skills, while 90 per cent of the discharges resulted from some unfortunate personality trait. Of the deficiencies preventing promotion, 76.5 per cent were personal traits, and only 23.5 per cent were related to specific skills. The personal traits listed in this study -- those which led to discharge or prevented promotion -- were, in order of importance:

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16. Absence due to illness

2. TRUE Refer to the answer to Statement #1 above. You can readily see that CARELESSNESS AND NON-COOPERATION were the two most common personal traits that led to employee discharge.

3. TRUE Dr. Laird, a psychologist at Purdue University, found convincing evidence of this in the careers of graduate engineers who had been employed for five years.

"The group which rated highest in personality was earning an average income of $3,000. a year. The group of lowest personality rating was earning only $2,058. a year. Personality was paying the former group about $1,000. a year." "Good intelligence did not pay them nearly so well as good personality. Those highest in intelligence were earning $2,923. a year, while those lowest in intelligence were earning $2,478. a year. Superior intelligence paid each $150. a year -- while a superior personality paid more than six times as much."

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10. NOW TRUE Do you need additional evidence? Ask your service station manager, the head clerk in the supermarket, or a waitress. They will all relate what you have discovered in this test activity.

I-DEAS

FOUR WAYS TO AVOID BEING HIRED

This may appear to be an odd way to start an I-DEAS, but that is just what the four (4) statements that follow indicate.

You are to select two (2) of the statements and write a paragraph about each, in which you explain how the characteristic indicated in the statement could prevent a person from being employed. Write your explanations on the remainder of this page and on the following page, which is the last page of this Learning Activity Package.

1. LACK OF PLANNING FOR A CAREER -- NO PURPOSE AND GOALS

2. MAKES EXCUSES, EVASIVENESS, HEDGES ON UNFAVORABLE FACTORS IN RECORD

3. NO INTEREST IN COMPANY OR INDUSTRY

4. SLOPPY APPLICATION BLANK

The first statement I will write about is: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I-DEAS (continued)

The second statement I will write about is: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LAP Prepared By: Norvin Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.3 Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you.

Performance Objective: 1.3.1 Based upon what you have learned about the duties and responsibilities of various careers, list at least three (3) careers in order according to your degree of interest in them.

NOTE TO THE STUDENT

The opportunity to gain experiences that help relate courses taken in school to career requirements is of great value. This will assist you to make a career choice and prepare for it during your remaining time in school.

RATIONALE

The selection of a career should relate closely to duties and responsibilities required of a person employed in that career. Your interest in a given career should be based in part upon what you will do in the career after entry into it.

DIRECTIONS

You will be provided an opportunity to relate your interests to three (3) careers. You will utilize duties and responsibilities required of these careers to determine which career is most interesting to you as a possible lifetime occupation.

INTRODUCTION

An important factor that helps determine success is interest in what is being done. This is especially true when a person makes a decision which will form the basis of his working hours during his lifetime. It should be quite obvious that a better job can be done if there is interest in the work being accomplished.

As a result of your involvement in this exploratory program, you have observed at least three (3) different persons carrying out the duties required in their careers. While observing these careers, you should be thinking about which of them might be interesting to you as a choice for your life's work.

This LAP will provide an opportunity for you to think through how the duties carried out in the performance of three (3) careers relate to your interest in the jobs that are being done.

PRE-TEST

Instructions: The Pre-Test consists of five (5) statements. You are to respond to each statement by placing a check (✔) in the column under the heading which most closely indicates your feelings.

You are to check (✔) each of the five (5) statements as to whether you "Agree"; are "Uncertain" ; or "Disagree" with the statement.

LIST THE THREE (3) CAREERS YOU ARE CONSIDERING IN ORDER OF YOUR DEGREE OF INTEREST IN THEM:

1st choice: _____

2nd choice: _____

3rd choice: _____

Career Considerations	Agree	Uncertain	Disagree
1. There is nothing about the requirements of the three (3) careers that I find distasteful.			
2. I feel I would be equally happy and satisfied in any one of the three (3) careers I am considering.			
3. I am interested in all aspects of the requirements of the three (3) careers I have observed.			
4. My interests make me feel equally qualified to perform the requirements of these careers.			
5. These three (3) careers require that workers have similar interests that can be developed into abilities to perform the job requirements.			

PRE-TEST (Scoring Key)

If you marked all answers under "Agree," you must feel you would fit in well in all three (3) careers you are considering. This being the case, you need not continue this LAP. Return it to your Work Experience Education Coordinator and receive credit for this unit of your instruction.

If you did not check all five (5) statements under "Agree," then you are not exactly sure of the requirements of the careers and how they compare.

Continue on to page 5, which will introduce you to Activity #1.

ACTIVITY #1. On the following three pages are identical forms that provide an opportunity for you to compare requirements of three (3) careers. You will compare requirements of each career with your personal interests.

Each Career Trait will need to be marked under "DEGREE REQUIRED" and under "DEGREE OF INTEREST." For each of these areas, you will check the trait as "MUCH," "SOME" or "VERY LITTLE" - depending upon your observations, information, and feelings toward the career.

This activity will provide an opportunity for you to compare career requirements with activities which interest you. After you have completed these three (3) career comparisons, please turn to page 9, where an opportunity is provided for you to assess your basic interests and compare them with career requirements.

Please be sure to place the names of the three (3) careers you are considering on the space provided at the top of each of the following three pages.

MY FIRST CAREER CHOICE

_____
(Title of Career being considered on this page)

CAREER TRAITS	DEGREE REQUIRED			DEGREE REQUIRED		
	MUCH	SOME	VERY LITTLE	MUCH	SOME	VERY LITTLE
Handling money						
Meeting the public						
Use of arithmetic						
Reading on the job						
Directing others						
Memorizing details						
Strength used on the job						
Supervising others						
Moving around on the job						
Doing detailed things with the hands						
Self-expression on the job						

MY SECOND CAREER CHOICE

_____

(Title of Career being considered on this page)

CAREER TRAITS	DEGREE REQUIRED			DEGREE REQUIRED		
	MUCH	SOME	VERY LITTLE	MUCH	SOME	VERY LITTLE
Handling money						
Meeting the public						
Use of arithmetic						
Reading on the job						
Directing others						
Memorizing details						
Strength used on the job						
Supervising others						
Moving around on the job						
Doing detailed things with the hands						
Self-expression on the job						

MY THIRD CAREER CHOICE

_____
(Title of Career being considered on this page)

CAREER TRAITS	DEGREE REQUIRED			DEGREE REQUIRED		
	MUCH	SOME	VERY LITTLE	MUCH	SOME	VERY LITTLE
Handling money						
Meeting the public						
Use of arithmetic						
Reading on the job						
Directing others						
Memorizing details						
Strength used on the job						
Supervising others						
Moving around on the job						
Doing detailed things with the hands						
Self-expression on the job						

ACTIVITY #2. Compare the completed forms on the previous three pages and determine which career has requirements which seem to fit most closely with your interests. Place the name of that career on the following line:

TITLE OF CAREER: _____

After you have done this, write a paragraph in the space below about the career. You are to discuss how your interest in certain Career Traits that are required by the career will contribute to success in that occupation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ACTIVITY #3. Write the title of the career you wrote about on the previous page on the following line.

TITLE OF CAREER: _____

List ten (10) Career Traits required of persons employed in this career. These traits should refer to activities you have observed or otherwise learned about that are necessary for persons to do who are employed in this career.

CAREER TRAITS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

POST TEST

INSTRUCTIONS: Refer to Activity #3 on page 10. Select up to six (6) of the Career Traits you identified and write them in the spaces provided on the Post Test on the bottom of this page.

You will then check (✔) the traits according to the "DEGREE REQUIRED" and the "DEGREE OF INTEREST" you have in performing that trait. Mark each trait as to "MUCH," "SOME" or "VERY LITTLE" under each heading.

POST TEST

CAREER TRAIT	DEGREE REQUIRED			DEGREE REQUIRED		
	MUCH	SOME	VERY LITTLE	MUCH	SOME	VERY LITTLE
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						

POST TEST (Scoring Key)

Examine the Post Test, specifically by comparing the requirements noted for the Career Traits and how these compare with your DEGREE OF INTEREST.

Your test results should show a high degree of interest in those Career Traits which are important to workers in the career you have tentatively selected.

For the traits which are scored as "MUCH" in DEGREE REQUIRED, you should have indicated "MUCH" in your DEGREE OF INTEREST.

These statements are not considered as checked (✓) "Right" or "Wrong" answers. The statements only indicate how your interests compare with traits that are characteristic of the career you are investigating. If you discover that you are not interested in many of the traits of the career you are investigating, then it might be to your advantage to "check out" a few more exploratory opportunities while you have this opportunity in the work experience education program.

You may now return this LAP to your coordinator. This should have been a rather interesting and informative experience.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.3 Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you.

Performance Objective: 1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the duties and responsibilities of the career of greatest interest to you.

NOTE TO THE STUDENT

Preparation for a career is one of the basic objectives of education. You will be provided an opportunity to determine which courses in school assist you to meet requirements of the career most interesting to you.

RATIONALE

Courses taken in school must contribute to the future needs of students. One of the important aspects of these needs is the consideration of duties and responsibilities required of careers in which you are interested.

DIRECTIONS

You will list the titles of courses in high school you have taken, or will take, which will contribute to assist you to meet the duties and responsibilities of a career in which you are now interested.

INTRODUCTION

Courses taken in school become more relevant when you can see an application of the course to a career or to career preparation.

This LAP will provide an opportunity for you to relate school courses to your career station or to other stations where you have gained experience under the Work Experience Education program.

You will list the titles of courses you have taken in high school, or plan to take, which will contribute to assist you to meet the duties and responsibilities of a career in which you are now interested.

This LAP contains two (2) Activities, both of which are to be completed to meet the requirements of this exercise.

PRE-TEST

In this test, you will match courses offered in school with career occupations. You will select the subject which is most important in preparation for, and success in, each career.

Listed below are ten (10) courses which are offered in high school. You are to write the name of the course which is most important to preparation for each occupation in the spaces provided.

To pass this test, you must correctly match 17 out of 20 school courses with their respective occupations. When you have completed the test, turn to the Test Key on the following page and check your answers.

CAREER OCCUPATION	MAIN COURSE REQUIRED FOR PREPARATION*
1. Truck driver	_____
2. Clerk typist	_____
3. Pianist	_____
4. Librarian	_____
5. Banker	_____
6. Linotype operator	_____
7. Physicist	_____
8. Lawyer	_____
9. Accountant	_____
10. Archeology research	_____
11. Sign painter	_____
12. Dietitian	_____
13. Stenographer	_____
14. Chef	_____
15. Language translator	_____
16. Book critic	_____
17. Nurse	_____
18. Toolmaker	_____
19. Sculptor	_____
20. Typesetter	_____

*Select courses from the following list:

English	Home Economics	Art
Foreign Language	Industrial Education	Science
Mathematics	Commercial Subjects	
History	Music	

PRE-TEST (Scoring Key)

Checking your answers to the test you have just completed will provide a new experience for you. You are to read the statements below that pertain to school courses. After reading each statement, turn to the test and check each Career Occupation to determine if you correctly matched the Career Occupations with the school courses.

- -

A knowledge of ENGLISH is extremely important in every line of work. However, a person who takes a special interest in his English work might consider the possibility of becoming a teacher, minister, author, proofreader, editor, journalist, reporter, scenario writer, critic, advertising copy writer, librarian, lawyer, actor, or salesman.

One who possesses unusual skill in learning FOREIGN LANGUAGES may use his ability as a foreign language teacher, translator, interpreter, foreign news correspondent, immigration inspector, foreign missionary, custom operator or cable operator. Latin is no longer the international language of law, medicine, and the clergy; but a knowledge of foreign language is helpful in the study of medicine, law, engineering, pharmacy, music, and other fields in which numerous terms and many important books must be read in languages other than English.

An interest and an aptitude in MATHEMATICS is essential if one would be a success as a statistician, actuary, accountant, auditor, calculating machine operator, engineer, architect, surveyor, estimator, appraiser, broker, banker, cashier, machinist, chemist, physicist, or an astronomer.

One must have an interest in the study of SCIENCE if one would succeed as a chemist, bacteriologist, astronomer, meteorologist, weather forecaster, botanist, naturalist, paleonthologist, geologist, zoologist, taxidermist, pharmacist, physician, surgeon, dentist, nurse, dietitian, laboratory technician, florist, nurseryman, forester, horticulturist, tree surgeon, scientific farmer, farm advisor, or an aviator.

A knowledge of HISTORY is necessary for a teacher of history, archeological research worker, librarian, editor, author, diplomat, statesman, or lawyer.

If one has an interest or a talent for ART, one might like to prepare to be an architect, sculptor, art teacher, landscape architect, designer, cartoonist, portrait painter, illustrator, photographer, advertising manager, interior decorator, window decorator, sign painter, or ceramic artist.

One with an exceptional interest and talent in MUSIC might become a conductor (vocal or instrumental), music critic, music teacher, music store salesman, music demonstrator, pianist, vocalist, or a radio or television performer.

One who is interested in subjects in the field of HOME ECONOMICS might succeed as seamstress, dressmaker, milliner, tailor, interior decorator, tearoom manager, baker, chef, dietitian, food administrator, diet expert, or a teacher of home economics.

A boy or girl who takes a special interest in the COMMERCIAL SUBJECTS might prepare to become an accountant, auditor, bookkeeper, advertising agent, employment manager, paymaster, salesman, buyer, merchant, clerk, secretary, stenographer, typist, banker, key punch operator, or a cashier.

A boy with an interest or an ability in any of the various phases of INDUSTRIAL ARTS will find an almost unlimited field of occupations from which to choose. An interest in Metal Work might lead one to become a sheet metal worker, steelworker, ironworker, or a toolmaker. One who likes Woodwork might want to become a carpenter, cabinetmaker, or a furniture designer. A boy who finds that he has special ability in Mechanics might succeed as a machinist, an automobile mechanic, or an airplane mechanic. An interest and an ability in Mechanical Drawing would be a definite help if one had a desire to become an architect, engineer, building inspector, or draftsman. One must show some aptitude or interest in the subject of Printing if one would become a typesetter, pressman, linotype operator, proofreader, or an advertising plan man.

ACTIVITY #1. You will list the courses you have taken, are taking at the present time, or plan to take in the future. The list will include up to ten (10) courses.

To the right side of each course, on the lines provided, explain how the subject has, or will, assist you to meet the duties and responsibilities of a career in which you are interested.

COURSE	HOW THIS COURSE HELPS PREPARE ME FOR A CAREER
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

ACTIVITY #2. In this activity, you will have an opportunity to indicate how specific courses in school contribute to assist you to meet duties and responsibilities at a career station that is of greatest interest to you.

You will list any three (3) courses you may wish to select. To the right of each course, in the spaces provided, write the specific duties and responsibilities that course prepares you for, at the selected career station.

Name of CAREER STATION in which I am interested:

_____

COURSE	DUTIES AND RESPONSIBILITIES IT PREPARES ME FOR
1. _____	_____
	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____
	_____

POST-TEST

In this test, you will match courses offered in school with career occupations. You will select the course which is most important in preparation for, and success in, each career.

Listed below are ten (10) courses which are offered in high school. You are to write the name of the course which is most important to preparation for each occupation in the spaces provided.

To pass this test, you must correctly match 17 out of 20 school courses with their respective occupations. When you have completed the test, turn to the Test Key on the following page and check your answers.

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2. Clerk typist	_____
3. Pianist	_____
4. Librarian	_____
5. Banker	_____
6. Linotype operator	_____
7. Physicist	_____
8. Lawyer	_____
9. Accountant	_____
10. Archeology research	_____
11. Sign painter	_____
12. Dietitian	_____
13. Stenographer	_____
14. Chef	_____
15. Language translator	_____
16. Book critic	_____
17. Nurse	_____
18. Toolmaker	_____
19. Sculptor	_____
20. Typesetter	_____

*Select courses from the following list:

English	Home Economics	Art
Foreign Language	Industrial Education	Science
Mathematics	Commercial Subjects	
History	Music	

POST-TEST (Scoring Key)

Checking your answers to the test you have just completed will provide a new experience for you. You are to read the statements below that pertain to school courses. After reading each statement, turn to the test and check each Career Occupation to determine if you correctly matched the Career Occupations with the school courses.

- -

A knowledge of ENGLISH is extremely important in every line of work. However, a person who takes a special interest in his English work might consider the possibility of becoming a teacher, minister, author, proofreader, editor, journalist, reporter, scenario writer, critic, advertising copy writer, librarian, lawyer, actor, or salesman.

One who possesses unusual skill in learning FOREIGN LANGUAGES may use his ability as a foreign language teacher, translator, interpreter, foreign news correspondent, immigration inspector, foreign missionary, custom operator, or cable operator. Latin is no longer the international language of law, medicine, and the clergy; but a knowledge of foreign language is helpful in the study of medicine, law, engineering, pharmacy, music, and other fields in which numerous terms and many important books must be read in languages other than English.

An interest and an aptitude in MATHEMATICS is essential if one would be a success as a statistician, actuary, accountant, auditor, calculating machine operator, engineer, architect, surveyor, estimator, appraiser, broker, banker, cashier, machinist, chemist, physicist, or an astronomer.

One must have an interest in the study of SCIENCE if one would succeed as a chemist, bacteriologist, astronomer, meteorologist, weather forecaster, botanist, naturalist, paleonthologist, geologist, zoologist, taxidermist, pharmacist, physician, surgeon, dentist, nurse, dietitian, laboratory technician, florist, nurseryman, forester, horticulturist, tree surgeon, scientific farmer, farm advisor, or an aviator.

A knowledge of HISTORY is necessary for a teacher of history, archeological research worker, librarian, editor, author, diplomat, statesman, or lawyer.

If one has an interest or a talent for ART, one might like to prepare to be an architect, sculptor, art teacher, landscape architect, designer, cartoonist, portrait painter, illustrator, photographer, advertising manager, interior decorator, window decorator, sign painter, or ceramic artist.

One with an exceptional interest and talent in MUSIC might become a conductor (vocal or instrumental), music critic, music teacher, music store salesman, music demonstrator, pianist, vocalist, or a radio or television performer.

One who is interested in subjects in the field of HOME ECONOMICS might succeed as seamstress, dressmaker, milliner, tailor, interior decorator, tearoom manager, baker, chef, dietitian, food administrator, diet expert, or a teacher of home economics.

A boy or girl who takes a special interest in the COMMERCIAL SUBJECTS might prepare to become an accountant, auditor, bookkeeper, advertising agent, employment manager, paymaster, salesman, buyer, merchant, clerk, secretary, stenographer, typist, banker, key punch operator, or a cashier.

A boy with an interest or an ability in any of the various phases of INDUSTRIAL ARTS will find an almost unlimited field of occupations from which to choose. An interest in Metal Work might lead one to become a sheet metal worker, a steelworker, ironworker, or a toolmaker. One who likes Woodwork might want to become a carpenter, cabinetmaker, or a furniture designer. A boy who finds that he has special ability in Mechanics might succeed as a machinist, an automobile mechanic, or an airplane mechanic. An interest and an ability in Mechanical Drawing would be a definite help if one had a desire to become an architect, engineer, building inspector, or draftsman. One must show some aptitude or interest in the subject of Printing if one would become a typesetter, pressman, linotype operator, proofreader, or an advertising plan man.

This LAP has now been completed. It is assumed that you were either able to relate some of the courses you are taking in school to your career interest, or -- realize that your courses aren't relevant to the duties and responsibilities at your career station.
Whichever the case for you, you should take advantage of the opportunity to discuss this LAP with your Work Experience Education Coordinator. He will have additional suggestions as to how you may more adequately prepare yourself to meet the duties and responsibilities demanded of you in the working world.

I-DEA

This I-DEA will provide an opportunity for you to gain additional knowledge and information about the career you are currently investigating.

You are required to contact at least two (2) Work Experience Education enrollees who are working, on a paid basis, at a career station that is in the same Occupational Cluster as your career station. Interview these youth to determine which courses they took in school were most beneficial to prepare them for the duties and responsibilities they are currently performing at their career stations.

Utilize the remaining space to discuss how these same courses might be of similar value to you at your career station.

MY CURRENT CAREER STATION: _____

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 1.3 Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you.

Performance Objective: 1.3.3 List two (2) or more duties and two (2) or more responsibilities of the career of greatest interest to you which are not covered in courses you are currently taking. Suggest changes which would improve each course and make it more relevant to you.

NOTE TO THE STUDENT

A primary purpose of the Work Experience Education program is to prepare you for gainful employment. An opportunity will be provided for you to suggest changes in courses you are taking in school to make them more relevant to your needs by contributing to a greater extent toward your career preparation.

RATIONALE

Work Experience Education provides a valuable means whereas schools can use the needs of the community as a guide to update and modernize the school curriculum.

DIRECTIONS

You will identify duties and responsibilities of a career in which you are interested. Then you will examine the content of courses you are now taking in school and if you find your courses are not contributing to your career preparation, an opportunity will be provided for you to make suggested changes in the school curriculum.

INTRODUCTION

Probably the most important goal of Exploratory Work Experience Education is that you be provided an opportunity to investigate several careers. By identifying duties and responsibilities required of persons in these careers, you will be able to determine which of them you find interesting as well as which you wish to pass up, at least for the time-being.

The courses in which you are currently enrolled in school should be assisting you to meet the entry-level requirements of a chosen career.

An opportunity will be provided for you to make suggested changes in the high school curriculum. These suggested changes will emphasize course content and objectives that will contribute to your preparation for entry into a selected career.

PRE-TEST

This test is comprised of five (5) statements to which you are to either AGREE or DISAGREE. You are asked to place a check (✓) in the space provided under the column heading which best represents your feelings toward the statement.

To be exempt from continuing with this LAP, you must mark all five (5) correctly. If this is done, you may return the LAP to your Coordinator and request another. If you do not score that many correct, turn to ACTIVITY #1 on the next page and continue with Activities #2 and #3 to complete this unit of instruction.

STATEMENT	AGREE	DISAGREE
1. I can perform and assume all of the duties and responsibilities required by my selected career.		
2. Courses offered at my high school are capable of preparing me to meet the requirements necessary for success at my chosen career.		
3. I have become well-acquainted with all of the duties and responsibilities of the career in which I am most interested.		
4. The courses offered at my high school should be updated and modernized to better meet the needs of youth who are serious about career preparation.		
5. Persons who are actively engaged in a career occupation can be quite valuable in assisting high school youth who are interested in that career.		

PRE-TEST (Scoring Key)

You should have marked all statement responses as AGREEING. If you did not mark all five (5) under AGREE, you must turn to the following page and commence with ACTIVITY #1. When you complete it, continue on through ACTIVITIES #2 and #3. As was previously stated, if you marked all five (5) correctly, you may return this LAP to your Coordinator and request another one.

ACTIVITY #1. As a result of your past experiences, as well as enrollment in Exploratory Work Experience Education, you have had the opportunity to observe and investigate various careers.

Some of these may interest you, while others you will want to pass by. You are now requested to give a little more in-depth consideration to a career in which you are interested.

In the spaces below, list all of the duties and responsibilities you can think of that must be carried out by a person who is employed in this career. If you do not fill all of the spaces, you are to ask a person who is currently employed in the career for additional duties and responsibilities that you may not think about or realize are important.

DUTIES AND RESPONSIBILITIES OF THIS CAREER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ACTIVITY #2. In this activity, you are requested to compare the duties and responsibilities listed in ACTIVITY #1 with courses you have taken or are taking in school.

Refer back to the DUTIES and RESPONSIBILITIES you previously listed. As you read each of them, think about which courses you have taken or are taking which help to prepare you to meet the various duties and responsibilities.

List in the spaces below, those DUTIES and RESPONSIBILITIES for which you have not or are not now receiving adequate instruction in school that will prepare you to meet that requirement of your career choice.

DUTIES AND RESPONSIBILITIES AT MY CAREER CHOICE FOR WHICH I AM NOT RECEIVING PROPER PREPARATION IN SCHOOL

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

ACTIVITY #3. You are now provided an opportunity to make suggestions for changes in the school curriculum that would provide instruction that would better prepare you to meet the requirements of a selected career.

Provisions are made below for you to recommend changes in three (3) courses offered at your high school. You are to list the courses in the spaces provided, then write a short explanation as to how the course content should be changed to include information that will better prepare you for entry into your chosen career.

COURSE #1. _____

Suggested Changes: _____

_____

_____

_____

COURSE #2. _____

Suggested Changes: _____

_____

_____

_____

COURSE #3.

Suggested Changes: _____

_____

_____

_____

POST-TEST

This test is comprised of five (5) statements with which you are to either AGREE or DISAGREE. You are asked to place a check (✓) in the space provided under the column heading which best represents your feelings toward the statement.

STATEMENT	AGREE	DISAGREE
1. I feel I have a good understanding of the duties and responsibilities that are required at my selected career station.		
2. The courses offered at my high school, with the proper course and subject content, are capable of preparing me for entrance into my chosen career.		
3. I am now well-acquainted with the duties and responsibilities of the career in which I am most interested.		
4. It is quite possible for a young person who plans to enter a selected career to benefit immeasurably as a result of discussions with persons who are already employed in the career.		
5. Courses offered at school can be updated and modernized to meet the needs of most students by preparing them for entry into the world of work.		

POST-TEST (Scoring Key)

It is hoped you will agree with these statements by checking each of the five (5) in the AGREE column. If this is not true, you may wish to discuss the reasons with your Coordinator when you return this LAP to him.

I-DEAS

Assume that you have been recommended by your principal to represent your high school as a member of an Advisory Committee to the Board of Education.

Along with a group of adults, you are to recommend any needed changes in the school curriculum that will help students to be better prepared in one of the following three (3) goals upon graduation from high school:

1. Possess entry-level skills for a pre-determined position in the Labor Market.

2. Be prepared, and possess the required education and skills, to enroll in a technical, trade, or business school.

3. Have the necessary education and academic standing for admittance to a four-year college or university.

Use the remainder of this page and the next page to discuss how your high school curriculum might be changed and updated to equip all graduating seniors to enable them to meet one of the three (3) goals stated above.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify ten basic human needs.
2. Defend the role of productive work as one of man's basic needs. (If productive work is NOT on your list, defend the absence of that item from your list.)

RATIONALE

In all societies and cultures young children have all their needs provided by adults and older children. When children pass the age of fifteen or sixteen, they approach a period when they are not quite self-sufficient, nor are they entirely dependent upon adults. As they approach legal adulthood, they have to make many decisions regarding their basic needs.

DIRECTIONS

On the next page you will find a list which includes ten basic human needs. In column A, you are to rank those ten items which you believe are basic human needs. Rank the most important one, in your opinion as #1 and the next most important as #2 and so on until you have marked ten items. Some items on the list are not basic human needs. You should identify at least eight of ten correctly for a minimum level of performance on this LAP.

Goal 2

PRE-TEST

Before you start the activities for the completion of this LAP, read the list of items below. They include various activities of life which may be considered as man's basic needs. You should identify ten (10) of these basic needs by the time you complete this LAP. The minimum level of performance on this activity is eight out of ten correct.

Rank the ten basic needs in Column A, listing the most important one as #1 and the next most important one as #2 and so on until you have ranked ten items. Leave Column B blank until later in the LAP.

Column A	Basic Needs	Column B
_____	Develop and enjoy a sense of humor	_____
_____	Acquire many comforts of life (car, travel, stereo, clothes, etc.)	_____
_____	Good physical health	_____
_____	Balanced mental health	_____
_____	Develop many good friendships	_____
_____	Happy marriage	_____
_____	Eat a balanced diet	_____
_____	Have a comfortable home	_____
_____	Do satisfying productive work	_____
_____	Make good use of leisure time	_____
_____	Be a good parent	_____
_____	Be a good citizen	_____
_____	Enjoy being entertained (T.V., sports, shows, movies, etc.)	_____
_____	Feel needed by others	_____
_____	Avoid idleness and boredom	_____
_____	Feel free from fears	_____
_____	Develop thrifty habits	_____
_____	Regular physical exercise	_____
_____	Gain knowledge through formal education	_____

PRE-TEST KEY

There is no official rank of the ten basic needs; however, the items on the list which could be correctly marked as being BASIC NEEDS include:

1. Good physical health
2. Balanced mental health
3. Eat a balanced diet
4. Have a comfortable home
5. Do satisfying productive work
6. Make good use of leisure time
7. Feel needed by others
8. Regular physical exercise
9. Avoid idleness and boredom (actually same as #6)
10. Develop many good friendships
11. Happy marriage (a touchy point since many relationships now exist outside of marriage which once were only sanctified by marriage).
12. Feel free from fears (related to #2)

Eight items in Column A which include the selection above would constitute minimum level of performance acceptable on this LAP.

ACTIVITIES

If you correctly identify at least eight of ten basic needs on the PRE-TEST, and can justify the role of productive work in that list, you can omit the remainder of the ACTIVITIES on the next three pages and go to the evaluation page to conclude this LAP. However, if you scored seven or fewer correct responses on the PRE-TEST, or if you wish to learn more about the role of productive work, proceed to the ACTIVITIES.

ACTIVITY #1

Visit a restaurant such as Bob's, Pancake House, or Jolly Roger where young women (18-25) are employed as waitresses. Ask at least two young waitresses the questions on the sheet marked ACTIVITY #1, which is attached. Include their answers on pages 6 and 7.

ACTIVITY #2

Visit a large retail store such as Broadway, Bullock's, May Co., etc., and ask the same questions (see sheets marked ACTIVITY #2) of two young men (18-25) employees. Write their answers in the spaces provided on your sheet. Use one sheet per employee. Use pages 8 and 9.

ACTIVITY #3 (You may do both #2 and #3 or either one alone.)

Visit one or two service (gasoline) stations and have two young men answer the questions on the sheets marked ACTIVITY #3. Write their answers on the sheets. Use pages 10 and 11 for the answers.

ACTIVITY #4

Check your telephone directory for the following offices listed under Human Resources Development, Department of, and list the address for each.

a. Employment Services _____

b. Umemployment Insurance Office _____

c. Work Incentive Program Office _____

d. Youth Opportunity Center _____

Visit any two of these offices and ask two young men waiting in these offices the questions on sheets marked ACTIVITY #4 on page 12. Record their answers on the sheets.

After you have completed at least three of the four activities listed in this LAP, go back to the PRE-TEST, cover up the rankings in Column A and again select the ten basic needs of man in the list and mark your choices in Column B.

This concludes the activities portion of the LAP. Now go to the EVALUATION portion of the LAP.

For credit, submit the completed LAP including the sheets used for interviews.

ACTIVITY #1
INTERVIEW WORK SHEET

To the student:

Visit a restaurant such as Bob's, Pancake House, or Jolly Roger, where young women (18-25) are employed as waitresses. Ask at least two waitresses these questions. Write down their general answers on this sheet.

Question:

1. What is the main reason why you are working?

Answer:

1. _____

_____

_____

_____

Question:

2. If you had your choice of work, what would it be?

Answer:

2. _____

_____

_____

_____

ACTIVITY #2
INTERVIEW WORK SHEET

To the student:

Visit a large retail store such as Broadway, Bullock's, May Co., etc., and ask two young men employees the following questions:

Question:

1. What is the main reason why you are working?

Answer:

1. _____

_____

_____

_____

Question:

2. If you had your choice of work, what would it be?

Answer:

2. _____

_____

_____

_____

ACTIVITY #3
INTERVIEW WORK SHEET

To the student:

Visit one or two service (gasoline) stations and have two young men answer the questions on this sheet. Write their answers below:

Question:

1. What is the main reason why you are working?

Answer:

1. _____

_____

_____

_____

Question:

2. If you had your choice of work, what would it be?

Answer:

2. _____

_____

_____

_____

ACTIVITY #4
INTERVIEW WORK SHEET

To the student:

Visit one or two of the offices listed on page five and find at least two young men (18-25) who would answer these questions. Briefly include their answers below.

Question:

1. Why do you want to work?

Answer:

1. _____

_____

_____

_____

Question:

2. What would you prefer to do if you had your choice of work?

Answer:

2. _____

_____

_____

_____

EVALUATION

1. Compare your results in Column B with those in Column A. Did the "Role of Productive Work" change? _____

   If it did change in the two lists, can you explain why you changed the ranking?

   _____

   _____

   _____

   _____

2. Why is productive work an important part of a person's life?

   _____

   _____

   _____

   _____

To receive credit for this LAP, you must answer Question #2. Item #3 is optional.

3. What items in the list on page 2 cannot be achieved without productive work? Briefly explain why for each one you select.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # _____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

NOTE TO THE STUDENT

By the time you complete this learning activity package (LAP) you will be able to:

1. Identify and list your present personal needs.
2. Project your personal needs five years from now.

RATIONALE

Usually a year or two before completing high school, the student has to begin making decisions regarding his immediate as well as long-range future. The avenues which lie ahead to the young person include: continued education in college or trade school, full-time employment, household career (marriage), military service, or a period of none of these activities for a time before settling upon one of them later on. This LAP is designed to help the student in planning his future.

DIRECTIONS

On the next page you will find a list of items under the heading of "PERSONAL NEEDS FOR SELF-FULFILLMENT." Read the list carefully, and rank the items that are important to you now. Select at least two of the three activities in this LAP to help you meet the performance objectives.

PERSONAL NEEDS FOR SELF-FULFILLMENT

Read the list of items below. Which ones are important to you now? Select the most important items and mark #1 in COLUMN A. Mark the next most important item #2, and so on until you have marked all those that are important to you. Leave COLUMN B blank until later in this LAP.

PERSONAL NEEDS FOR SELF-FULFILLMENT

COL. A		COL. B
	Social Needs	
_____	Develop good friendships	_____
_____	Be a good citizen	_____
_____	Being entertained (movies, TV, sports, etc.)	_____
_____	Be with people often	_____
_____	Engage in conversation	_____
	Psychological Needs	
_____	Be free from anxieties and fears	_____
_____	Feel self-confident	_____
_____	Feel needed by others	_____
_____	Have a positive self-image	_____
_____	Develop and enjoy a sense of humor	_____
_____	Enjoy the positive aspects of life	_____
	Economic Needs	
_____	Do satisfying productive work	_____
_____	Develop thrifty habits (savings account, ecology-minded, etc.)	_____
_____	Acquire the comforts of life (car, travel, clothes, stereo, etc.)	_____
_____	Have a comfortable home	_____
_____	Eat a balanced diet	_____
_____	Be free from heavy debts	_____
	Physical Needs	
_____	Be in good physical health	_____
_____	Exercise regularly	_____
_____	Develop and maintain all the physical senses (eyes, ears, taste, etc.)	_____
_____	Feel physically comfortable at all times (warm, dry, regular, etc.)	_____

There is NO MINIMUM performance level on this part of the LAP. However, you should be able to identify several items on this list which apply to you.

ACTIVITIES

There are several activities described in this IAP. Each one is designed to help you meet the objectives stated on page one. Upon completion of any one activity, you may have completed the objectives. However, to fully appreciate the goal of this LAP, it is recommended that you do at least TWO activities.

ACTIVITY 1

High School psychology has become a popular course of study in recent years. Obtain a copy of the textbook used in many schools (PSYCHOLOGY, Engels, 5th Edition, 1969 or 4th Edition, 1967). (Any high school psychology book will be useful in this activity.) Find the chapter or chapters relating to SELF-FULFILLMENT. On the other side of this page, write 2 - 3 sentences on what SELF-FULFILLMENT means. In some textbooks they use the term, SELF-ACTUALIZATION, which basically refers to the same concept.

After you have completed the definition, go back to page two and change any rankings in COLUMN A which you feel should be changed in light of what you have read in the book.

Read that chapter in the book related to young people (18-23). Usually most textbooks have one or two chapters near the end with titles such as, "PLANNING YOUR FUTURE", or "BECOMING AN ADULT", or similar titles. After reading that material, go back to page four and imagine you are five years older than now and fill in COLUMN B as you did COLUMN A, listing your most important need as #1, and so on.

ACTIVITY 2

One way of determining how it is to be five years older is to talk with someone five years older. For this activity, interview at least two persons you know who are about five years older than you are. Preferably, interview a young man and a young woman, but if you want, it can be two young men or two young women. For your own perspective, as a boy, you would be better off interviewing two young men and as a girl interviewing two young women. Use the interview forms following this page to record your findings.

Show the person you are interviewing the list on page two. Ask him (or her) to rank his (or her) personal needs. On the answer sheet, you write down his (or her) choices.

Ask the person why he (or she) chose #1. Briefly write down the response.

Repeat these steps with another young person.

For better results, do three or four interviews.

Use the form on page 5, 6, and 7 to complete this activity.

Minimum performance on this activity is two interviews written up on the interview sheets.

INTERVIEW FORM

TO THE STUDENT

Indicate who you are interviewing here: _____
(man or woman)

How old is this person? _____

Show this person page two of this IAP. Ask him (or her) to select his (or her) personal needs from the list. Write down the selections below. List the most important one first. After you have the list, ask the person why he (or she) selected the first choice and briefly write it down.

PERSONAL NEEDS FOR SELF-FULFILLMENT

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Reasons for selecting #1: _____

_____

_____

_____

_____

ACTIVITY #3

Many books have been published in recent years about the problems young people have in crossing over from the world of the dependent youngster in school to the independent young adult out of school. This activity is designed to give you some ideas on the needs of young people.

Go to the school library or the public library and find the titles of at least THREE books which deal with the problems of SELF-FULFILLMENT or SELF-ACTUALIZATION. They would probably be found in the section under "Psychology" or "Sociology".

For each one you find, list the title, the author's name, and briefly some important ideas expressed in the book about the personal needs of young people. You do not have to read the whole book to find this information.

Book #1:

Book #2:

ACTIVITY #3 (Continued)

Book #3:

EVALUATION

To receive credit for this IAP, you have to complete the following items.

1. Compare your ranking in COL. B with COL. A. If they are the same, explain why you think your needs five years from now will be the same as they are now. If they are different, explain why they are different.

2. Explain why "productive work" is often and usually ranked fairly high (by young people 18-23).

3. Explain why the term "productive work" is used instead of just "work"?

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to:

1. Identify at least five (5) basic needs identified by interviewees.

RATIONALE

It is the intent of this LAP to have you ask a series of questions to at least five (5) persons who are about five (5) years older than you are and determine what they regard as their basic needs. You may discover a number of other important factors in the process, but they are incidental to the specific aim of this LAP.

DIRECTIONS

You are to ask questions of at least five (5) persons. The questions are on the questionnaires which are attached to this LAP. Use one questionnaire per person. Select persons who have graduated from high school at least two years ago.

QUESTIONNAIRE

The person taking this questionnaire is requested to answer the questions as frankly as possible. This is part of a learning activity for a student enrolled in a work experience program at the local high school. Your cooperation is appreciated. Your name is NOT required on this form.

Your age: _____ Male ☐ Female ☐
(Check the proper one)

1. If you have a regular job (30 or more hours per week), answer the questions listed below. (Underline your choice).

   1.1 Is the work satisfying to you?

   Not at all Somewhat Usually Often

   1.2 How important is the money you earn on this job?

   Not important It helps Comes in handy It is necessary

   1.3 Do you plan to make a career (10 or more years) in this type of work?

   No Probably Not Maybe Yes

   1.4 Have you made new friends as a result of this job?

   None One or two Several Many

   1.5 Would you recommend this type of job to your friends?

   No Not likely Maybe, to some Yes

2. If you are not working at a regular job, answer the questions listed below. (Underline your choice).

   2.1 Are you trying to get a regular (full-time) job?

   No Yes

2.2 Would the money earned be the main reason why you would want a full-time job?

No Probably not Probably yes Yes

2.3 Would you want a job that was satisfying or productive even if the pay was not a major reason for taking the job?

No Probably not Probably yes Yes

2.4 Are most of your friends employed at full-time jobs?

No Yes

2.5 Do you think it is important for you to have a regular (full-time) job?

No Yes

2.6 Do you receive most of your support (money) from your family (parents, brother, sister, grandparents, etc.)?

No Yes

3. If you are married, answer the following questions. (Underline your choice).

3.1 Who provides the income?

We both work Only I work My spouse works Neither of us works

3.2 Since becoming married, we have _____ the number of friends that we both have.

Decreased About the same Increased

3.3 Do you have any children?

No Yes

3.4 Since getting married, how would you describe your financial situation?

Badly in debt Just making it, but in debt Just above water In good shape

SUBJECTIVE QUESTIONS

TO THE INTERVIEWEE: Your responses will be briefly summarized by the student conducting this questionnaire and written in the spaces provided on this form. You may examine the response to be sure it is essentially the response you have given. It is not necessary for you to write on this part of the questionnaire, unless you feel that you would prefer to do so.

4. Every person has some goals. Some people have very specific goals while others have general goals, such as: to be happy; to have happy children; to travel; and to be loved. What are some of your goals?

   (Response to item #4 can be included in this space.)

5. Every person has some basic needs. Again, some are very specific, while in many cases the needs are fairly general, such as: need to feel comfortable; need to be loved; need to be well-fed; and the need to get around more.

   What are some of your basic needs?

EVALUATION

TO THE STUDENT:

Having completed at least five (5) interviews (using the questionnaire forms provided), you can now meet the performance objective of this LAP.

Summarize the results of the questionnaires that you gave.

a. How many people took the questionnaire? _____

b. How many males? _____ How many females? _____

c. How old were they? _____ _____ _____ _____ _____ _____

d. Those who had regular jobs: (Refer to items 1.1 thru 1.5.)

1) Was the work satisfying? (How many responded?) _____

Not at all____ Somewhat____ Usually____ Often____

2) How important is the money?

Not important____ It helps____ Comes in handy____

Necessary____

3) Do you plan to make a career in this type of work?

No____ Probably not____ Maybe____ Yes____

4) Have you made new friends as a result of this job?

None____ One or two____ Several____ Many____

5) Would you recommend this type of job to your friends?

No____ Not likely____ Maybe, to some____ Yes____

e. Those who did not have regular jobs: (Refer to items 2.1 thru 2.6.) Indicate how many responses you got to each item.

1) Are you trying to get a regular job?

No____ Yes____

2) Would the money be the main reason why you want a regular job?

No____ Probably not____ Probably yes____ Yes____

3) Would you want a job that was satisfying or productive even if the pay was not a major reason for taking the job?

No____ Probably not____ Probably yes____ Yes____

4) Are most of your friends employed at full-time jobs?

No____ Yes____

5) Do you think it is important for you to have a regular job?

No____ Yes____

6) Do you receive most of your support from your family?

No____ Yes____

f. Those who were married. Indicate how many responses you got for each item. (Refer to questionnaire items 3.1 thru 3.4.)

1) Who provides the income?

We both work _____ Only I work_____ My spouse works_____ Neither of us works_____

2) Since becoming married, we have _____ number of friends that we both have.

Decreased the____ About the same____ Increased the____

3) Do you have children?

No____ Yes____

4) Since getting married, how would you describe your financial situation?

Badly in debt_____ Just making it, but in debt_____ Just above water _____ In good shape_____

TO THE STUDENT:

After you have summarized the items above, read the SUBJECTIVE QUESTIONS and the responses.

List at least five (5) basic needs those interviewed have in common.

1. _____

2. _____

3. _____

4. _____

5. _____

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to explain, and offer reasons for your explanation, of why productive work is very important to man's personal fulfillment.

RATIONALE

In this LAP, there are several activities which are designed to help you discover the correlation between productive work and self-fulfillment.

DIRECTIONS

There are three parts of the LAP which require your work. On the next page is a PRE-TEST which is designed to determine your understanding of the importance of productive work to man's basic need for personal fulfillment. After you have completed the PRE-TEST, go on to the ACTIVITIES. There are several different activities which you can do to meet the requirements of this LAP.

PRE-TEST

Answer each question in the space provided. These are TRUE-FALSE questions and should be answered by marking TRUE or FALSE in the answer space. The minimum performance level on the PRE-TEST is 80%, or 8 out of 10 correct. Check the next page for the correct responses.

_____ 1. In the United States, all adults who are able to work are required to work.

_____ 2. Most people who work regard their work as productive and satisfying.

_____ 3. People who regard their work as productive usually are more effective in their work.

_____ 4. If given the choice, most working people would not be working in the same occupation as they are now.

_____ 5. Most working people in the United States stay their entire working career in the same field of work.

_____ 6. Most working people regard the money they earn as the primary reason for working.

_____ 7. There are over 20,000 kinds of jobs reported by the Bureau of Labor Statistics in the United States.

_____ 8. Persons who graduate from high school have a much better chance for productive work than persons who do not complete high school.

_____ 9. In the next ten years, there will be a greater need for skilled workers and less need for unskilled workers.

_____10. Less than 50% of all Americans are employed or working full time.

PRE-TEST KEY

1. False, there is no compulsive employment law.

2. False, studies show most workers work for the money only.

3. True

4. True

5. False, more than 50% of all workers switch employment fields in their working career.

6. True

7. True

8. True

9. True

10. True, over 82 million are employed in 1971, representing just about 40% of the total United States population.

ACTIVITIES

In order to meet the performance objective of the LAP, you should complete at least two (2) ACTIVITIES.

ACTIVITY #1.

Obtain the textbook, SUCCEEDING IN THE WORLD OF WORK, by Kimbrell and Vineyard. Read Chapters 16 and 17.

From what you have read, list at least FOUR reasons why you believe productive work is very important to man's basic need for self-fulfillment.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

ACTIVITY #2:

Go to your school or public library and find at least three books which deal with the subject of the world of work. They may be listed in a special section under WORK EXPERIENCE or SOCIOLOGY or VOCATIONAL. Your librarian can help you.

List the title and author of three books that you find related to the world of work. For each one, also briefly describe one major reason why the author believes that productive work is very important to man's basic need for self-fulfillment.

Book #1

_____

_____

_____

_____

ACTIVITY #2 - (Continued)

Book #2

_____

_____

_____

_____

Book #3

_____

_____

_____

_____

ACTIVITY #3:

In your neighborhood, you must know several men and women who work. Select at least four of them and ask them the questions on the SURVEY FORM included in this LAP. Write down their answers on the forms. Use forms on pages 6, 7, 8, 9 and 10 to complete this activity.

ACTIVITY #4:

Certain people make it their occupation to explain to other people why they should work at certain kinds of careers. From the list below, select at least four persons and give each one an opportunity to answer the questions on the COUNSELOR SURVEY form which is enclosed in the LAP. Write their answers on the survey forms. Use forms on pages 11, 12, 13, 14 and 15 to complete this activity.

SURVEY FORM

NOTE TO THE STUDENT:

Select at least four persons in your neighborhood who you know. Ask them to cooperate in this learning activity which you are completing for school credit.

NOTE TO THE INTERVIEWEE:

Your responses to these questions will assist the student in completing the credit requirements for this learning activity. Your name is not required in this survey. Please respond frankly to the items in this survey. Your cooperation is sincerely appreciated.

---

1. What type of work are you engaged in?_____

   _____

2. How long have you been engaged in this field of work?_____

3. Do you consider this work satisfying to you?_____

4. Why do you think productive work is important to man's need for basic fulfillment?_____

   _____

   _____

   _____

   _____

   (NOTE: The student will summarize your response to this item.)

COUNSELOR SURVEY

NOTE TO THE STUDENT:

This form is to be used with persons who make it their occupation to explain to other people why they should work at certain kinds of careers. Refer to page sixteen of the LAP for the suggested list of persons who qualify to take this survey.

NOTE TO THE INTERVIEWEE:

This survey is part of a learning activity which the student is conducting for credit. Your cooperation is sincerely appreciated. Please be frank in your responses.

1. What is your official job title?_____

2. How long have you been in this specific position._____

3. What are your general functions?_____

4. Why do you think productive work is important to man's need for personal fulfillment?_____

(Note: The student will summarize your response in the space above.)

ACTIVITY #4 - (Continued)

Select at least four persons from the category below to give the COUNSELOR SURVEY. These persons advise other people about job opportunities, careers, and other aspects of the world of work.

HIGH SCHOOL VOCATIONAL COUNSELOR

HIGH SCHOOL COLLEGE COUNSELOR

JUNIOR COLLEGE VOCATIONAL COUNSELOR

STATE EMPLOYMENT OFFICER

WELFARE SOCIAL WORKER

COLLEGE PLACEMENT OFFICER

EMPLOYMENT OFFICER (Private job-finding agency)

PERSONNEL OFFICER (Most major companies have an employment office, and the person in charge is often referred to as the personnel officer. Firms such as: Broadway, Penny's, Bob's Restaurants, May Co., and others have such officers.)

WORK EXPERIENCE EDUCATION COORDINATOR (Most school districts have such a person who works at the high school level usually from the school district office.)

RECRUITMENT OFFICERS (The Armed Forces now refers to these persons as "Information Officers".) Most cities have offices rented to the Army, Navy, Air Force and Marines which are manned by servicemen and women who are trained to offer career counseling in their specific branches of the Armed Services.

POST TEST

To the student:

After you have completed the LAP to this point, answer the following questions. The minimum performance level on this test is 80% (8 out of 10 correct). Check the next page for the correct responses. This is a TRUE - FALSE test.

_____ 1. The United States has 100% employment which means that all people who are able to work are working.

_____ 2. Most working people are satisfied with their work.

_____ 3. People who are satisfied with their work tend to be more productive.

_____ 4. Most working people would prefer to do some other type of work than what they are doing.

_____ 5. Most working people stay in the same field of work for their entire working career.

_____ 6. The main reason why many people work is the money they earn.

_____ 7. There are over 10,000 types of jobs in the United States.

_____ 8. A high school education is necessary for most types of productive work.

_____ 9. By 1980, there will be a greater need for skilled workers than unskilled workers.

_____10. Less than half of all the people in the United States are working full time.

POST TEST KEY

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. True
10. True

CONCLUSION

From the PRE-TEST, ACTIVITIES, and POST TEST, you should have gathered sufficient information to be able to explain why productive work is very important to man's personal fulfillment. Write an explanation including at least THREE good reasons why productive work is important. The minimum performance level on this portion of the LAP consists of at least THREE good reasons explaining why productive work is important to man's self-fulfillment. Your work experience education coordinator will evaluate your explanations.

Use the information you have obtained in the LAP to complete this portion of the LAP. Write your explanation below. Use the back if you need additional space. (NOTE: In some cases, your work experience education coordinator will accept your oral (non-written) responses to this part of the LAP. Check with him when you get to this part of the LAP.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.2 Identify several careers which could provide you with personal fulfillment.

Performance Objective: 2.2.1 Observe or identify at least five (5) careers which you think could provide you with personal fulfillment and list them in order of importance. Explain why you selected these five careers and ranked them as you did.

NOTE TO THE STUDENT

By the time you finish this LAP you will have seen and read about a wide variety of careers. You will be able to list at least five (5) careers which you think could satisfy your need for personal fulfillment. In addition, you will rank them in order of importance to you and explain why you selected them and ranked them as you did.

RATIONALE

In the planning for the future, each young person should examine the types of work and careers that are available in order to make some sound decisions about his preparation for the world of work. Since most working people spend at least thirty years at work, the importance of a wise decision cannot be taken lightly.

DIRECTIONS

There are several ACTIVITIES listed in the LAP which will help you meet the performance objective of this LAP. You should complete at least two (2) of the activities in order to complete this LAP. Further, you must take the PRE-TEST and correctly score 80% for credit on this LAP. For the evaluation you will identify five (5) careers which you have observed or read about and rank them in the order which you would prefer to have them.

PRE-TEST

The questions are TRUE-FALSE questions. Mark your answers in the spaces provided before each question. The minimum performance level on this PRE-TEST is 80% (8 out of 10 correct).

Check with your Work Experience Coordinator for the correct answers after you have finished.

_____ 1. After you finish high school you are expected to live (on the average) another fifty (50) years.

_____ 2. The average American woman will work about 25 years (other than a housewife).

_____ 3. The average American working man will work about forty (40) years of his life at full-time work.

_____ 4. There are more than 20,000 different kinds of jobs in the United States.

_____ 5. It is claimed by psychologists that the one thing which most disturbs young people is the lack of an occupational identity. That is, too many young people have no picture of themselves five or ten years in the future.

_____ 6. The most important factors in gaining identity as a worker between the ages of 15 and 25 are (a) getting work experience in choosing a career, and (b) choosing and preparing for an occupation.

_____ 7. The three main reasons why people work are: economic, social, and psychological.

_____ 8. Most jobs require some college education.

_____ 9. A majority of workers today did not select their jobs in advance, but simply "fell into" their kind of work.

_____ 10. As an adult you will be identified by the kind of work you do.

PRE-TEST KEY

All the statements are from the textbook, SUCCEEDING IN THE WORLD OF WORK, by Kimbrell and Vineyard.

1. True (3)

2. True (3)

3. True (3)

4. True (15)

5. True (2)

6. True (2)

7. True (4)

8. False (15)

9. True (11)

10. True (6)

The numbers following the answers cite the page on which the statement is verified or refuted.

ACTIVITIES

For this portion of the LAP, you are required to complete ACTIVITY #1 and at least one other activity for credit on this LAP.

ACTIVITY #1:

Read Chapters 1 and 2 in SUCCEEDING IN THE WORLD OF WORK by Kimbrell and Vineyard. From these chapters, make a list of ten careers which offer good opportunities for jobs in the next five to ten years.

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

List five careers to types of work which do not offer good employment opportunities for the next five to ten years.

1._____

2._____

3._____

4._____

5._____

What is the major difference between the two groups of careers listed above?

_____

_____

_____

_____

ACTIVITY #2:

Visit the local Chamber of Commerce. Find the answers to the following questions from either the director (or secretary) or the printed brochures available at the Chamber of Commerce.

1. What is the main function of the C of C?

_____

_____

_____

2. What other functions does the C of C have?

_____

_____

_____

3. What are the five (5) main employment opportunities in the area (according to the C of C)?

a)_____ d)_____

b)_____ e)_____

c)_____

4. What do they recommend as entry level (beginning jobs) opportunities for young people just out of school?

_____

_____

_____

_____

_____

5. What employment opportunities do they see for the next five to ten years in your area (the area covered by the C of C)?

_____

_____

_____

ACTIVITY #3:

Most cities have a major avenue, boulevard, or street which is the business center of the city. Frequently the major businesses of the community are located along this major thoroughfare--markets, professional firms, retail stores, new car dealers, and other products and services.

For this activity you are to take a walk (or ride your bicycle) along this thoroughfare from one end to the other--or from the start of the business district for at least one mile along its length. In some cities, there is a major shopping center along this street. Take a notepad or index cards along and a pen or pencil. Indicate the nature of the businesses located along this street as you pass them. In the event there are four print shops, mark it thus: PRINT SHOP |||| . For three markets, MARKET ||| . For five dentists, DENTIST ~~||||~~ . Get the idea?

Report what you find below:

Use another sheet if you need the space. This activity is known as an OCCUPATIONAL OPPORTUNITY SURVEY, since most of these places provide employment opportunities.

ACTIVITY #4:

There are many books, manuals, pamphlets and other materials which describe job opportunities and working conditions in a variety of fields. Check with your school or public library for at least four (4) such publications. You probably have some on display in your school's guidance or work experience education office.

List the title of each publication below:

1. _____

2. _____

3. _____

4. _____

For each publication list what career it recommends most AND tell why it is recommended.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

For each publication, indicate who publishes it.

1. _____

2. _____

3. _____

4. _____

POST TEST

After you have completed ACTIVITY #1 and at least one other ACTIVITY, you will take this POST TEST. The minimum performance level on this test is 80% (8 out of 10 correct). Check with your work experience coordinator for the correct response.

Mark you choice TRUE or FALSE in the space provided for each question.

____ 1. The life expectancy for an 18 year old boy is about 70 years and for an 18 year old girl about 73 years.

____ 2. American working women work about 25 years.

____ 3. American working mean work about forty years.

____ 4. There are more than 20,000 different kinds of jobs in the United States.

____ 5. The most disturbing thing to young people is the lack of occupational identity, according to psychologists.

____ 6. The two main factors in gaining identity as a worker between the ages of 15 and 25 are (a) getting work experience and (b) choosing and preparing for an occupation.

____ 7. The three main reasons why people work are: economic, social and psychological.

____ 8. Most jobs require some college education.

____ 9. A majority of workers "fell into" the type of work they now have.

____ 10. As an adult you will be identified by the type of work you do.

POST TEST KEY

All the statements are from the textbook, SUCCEEDING IN THE WORLD OF WORK, by Kimbrell and Vineyard.

1. True (3)
2. True (3)
3. True (3)
4. True (15)
5. True (2)
6. True (2)
7. True (4)
8. False (15)
9. True (11)
10. True (6)

The numbers following the answers cite the page on which the statement is verified or refuted.

CONCLUSION

From the activities which you have completed and from the results of the pre-test and post test, you are in a position to complete the performance objective of this LAP. After you have checked with your work experience coordinator the results of the tests and activities, you may complete this portion of the LAP.

Select five (5) careers or fields of work which you now think can offer you personal fulfillment. Rank them in the order of your preference.

1. _____

2. _____

3. _____

4. _____

5. _____

Explain why you selected #1 as the first priority in your preference.

_____

_____

_____

_____

Explain why you selected the other four careers.

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

You may use the back of this sheet or additional pages if needed.

FINAL NOTE TO THE STUDENT:

When you have completed this LAP, check the EVALUATION portion to see if it does meet the PERFORMANCE OBJECTIVE stated on page one. Submit the completed LAP to your work experience education coordinator for review and evaluation for credit.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: Exploratory

Program Goal: 2.2 Identify several careers which could provide you with personal fulfillment.

Performance Objective: 2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to name at least three (3) careers which would not provide you with personal fulfillment, and explain why they would not.

RATIONALE

The specific goal of this LAP is for you to find career areas which would NOT fill your personal needs. This LAP can provide information every bit as valuable as an activity designed to find a suitable occupational area for you, since it may prevent you from entering an occupation which may not satisfy your needs.

DIRECTIONS

This LAP consists of several parts. On page three is a PRE-TEST which is designed to find out what you basically know about the world of work. The next part of the LAP consists of two activities. You must do Activity #1. For best results, you should do both of the activities. The final part of the LAP is the POST-TEST. It is designed to show how well you have learned about the world of work from doing the activities.

INTRODUCTION

Many times, young people have preconceived ideas about certain careers -- lawyer, engineer, nurse, teacher, salesman, truck driver, etc. These ideas often are negative -- that is, the career does not sound attractive to the person. In this LAP, you will explore some careers. You may find some which you think are right for you before you do this LAP, and later find them not to be right for you. You may find some that you think are not right for you before you do this LAP, and later find that they might be right for you.

When you complete this LAP, submit it to your Work Experience Education Coordinator for evaluation and credit. It would also be a good idea to discuss the results of the activities and the tests with him to see if you not only met the performance objective of this LAP, but also learned something new about pre-career or pre-vocational education.

PRE-TEST

The following statements are TRUE - FALSE items. Mark your choice in the proper space following each item. The minimum performance level on this PRE-TEST is: 80% (8 out of 10 correct).

The scoring key is on the next page. Check your answers after you complete the PRE-TEST.

	TRUE	FALSE
1. Most young people daydream about the kind of work they will do as adults.		
2. If you get a job through an employment agency, you usually have to pay the agency a percentage of your first month's pay.		
3. The California State Employment Office is listed in the telephone directory under the Department of Human Resources Development.		
4. Most high schools provide vocational counseling and job-placement services free to their students.		
5. Most of the jobs now in existence did not exist twenty-five years ago.		
6. Generally speaking, the more education you have, the more money you will earn in your lifetime.		
7. Most jobs require some college education.		
8. There is a greater need for skilled workers now than for unskilled workers.		
9. The Dictionary of Occupational Titles lists more than 20,000 separate occupations.		
10. The three major factors which lead to job success are: interest, qualifications, and personality.		

PRE-TEST (Scoring Key)

The reference page for each question is listed after the answer. References are from the textbook, SUCCEEDING IN THE WORLD OF WORK, Kimbrell and Vineyard.

1. True 36
2. True 30
3. True 30
4. True 26
5. True 15
6. True 4
7. False 15
8. True 9
9. True 15
10. True 15

Score one point for each correct response.

LEARNING ACTIVITIES AND RESOURCES

For this LAP, you are required to complete ACTIVITY #1. However, for best results in meeting the performance objective, you should complete both of the activities.

ACTIVITY 1. Read Chapters 1 and 2 in the textbook, SUCCEEDING IN THE WORLD OF WORK, by Kimbrell and Vineyard. From these chapters, make a list of ten (10) careers or job opportunities which look promising for employment in the next ten years.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

List five (5) careers or types of work which do not offer good employment opportunities for the next five to ten years.

1. _____

2. _____

3. _____

4. _____

5. _____

Why are these five (listed above) not good employment prospects for the next five to ten years? Write a general answer which covers most or all of the five careers listed above.

_____

_____

_____

_____

_____

_____

ACTIVITY 2. In your community, there is probably a shopping center or a main shopping street. Go to this shopping area and make a list of 25 kinds of jobs available in this area. Do not list "clerk" many times even if there are many kinds of clerks. Find 25 different types of occupations. If one type occurs more than once, list it that way; for example, "clerk - 6", "dentist - 2", "service station attendant - 8", etc.

In some of these jobs, you might be interested in finding out more about the type of work. Ask a person in at least five (5) of these places of employment the following questions:

1. How did you get this job?

2. What preparation did you need to get this job?

3. Does this type of work satisfy your need for personal fulfillment?

Use the attached pages for the responses to these questions.

- -

Show the results of your occupational survey (from the top of this page) in the spaces below:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

SURVEY SHEET FOR ACTIVITY #2

NOTE TO THE STUDENT:

Ask five (5) different working people the questions below. Tell them that this is part of your work experience education program. You should briefly record the answers below.

Occupation: _____

1. How did you get this job?

_____

_____

_____

2. What preparation did you need to get this job?

_____

_____

_____

3. Does this type of work satisfy your need for personal fulfillment?

_____

How? _____

_____

_____

Following your activities, you should be able to answer the items below. Mark your responses in the proper columns under "TRUE" or "FALSE". The minimum performance level is 80%.

	TRUE	FALSE
1. The most common daydream of young people is about their lives as working people.		
2. Private employment agencies generally charge a percentage of your first paycheck as their fee for getting you a job.		
3. In California, the Department of Human Resources Development is a type of employment agency.		
4. Most high schools provide free vocational and job placement services for their students.		
5. Most jobs that we have today did not exist 25 years ago.		
6. The amount of money a person earns in his lifetime generally depends upon how much education he has had.		
7. Most jobs require some college education.		
8. People who have special skills are more likely to find jobs that people who have had no training or have no special skills.		
9. There are more than 20,000 kinds of jobs listed in the United States.		
10. Job success is based mainly on: interest, qualifications, and personality.		

POST TEST (Scoring Key)

The scoring key for the Post Test is the same as for the Pre-Test. Refer to page four of this LAP.

SUMMARY

In this LAP, you have had an opportunity to learn more about certain types of work. From this information, you should be able to name at least three (3) careers which would NOT provide you with personal fulfillment and explain why each one would not.

List the careers below and next to each one, write your reason(s) why it would not be satisfactory for you.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: Exploratory

Program Goal: 2.3 Understand the relationship between work and growing independence and maturity.

Performance Objective: 2.3.1 Outline a schedule that shows how you spend your time in activities in the home, in the community, and at school. Rank the activities according to the amount of time spent in each. Also rank these activities according to their importance to your growing independence and maturity. After comparing these rankings, draw some conclusions related to your findings and present them to your Work Experience Education Coordinator.

NOTE TO THE STUDENT

By the time you have finished this LAP, you will have met the performance objective by examining your regular activities and determining how you spend your time. It may help you understand your own behavior.

RATIONALE

This LAP can be called an activity inventory. It means you will examine how you spend your time and determine why you do the things you do. By such examinations, many people learn to control their behavior.

DIRECTIONS

In this LAP you will complete an activity inventory for one full week and you will select those activities which you preferred to do most often. You will rank your activities according to how mature or independent they are. You will present and discuss your findingsswith your Work Experience Education Coordinator when you have completed the learning activities.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 1. For this LAP, the minimum performance level is the completion of the schedule as described in this portion of the LAP. For one week (seven days), fill in the weekly chart shown on this page. You do not have to measure each activity exactly, but it should be reasonably accurate to within a quarter-hour or so. Under each day, indicate the number of hours you spend at each activity you list. For example, if you take a school bus both ways each day and it takes about 30 minutes each way, list for "Transportation" one hour, Monday through Friday.

ACTIVITY	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	WEEKLY TOTAL
Trans-portation								
School-Classes								
School Activities								
Other Activity (name it)								
Other Activity								
Other Activity								
Other Activity								
Sleep								
Meals								
Daily Total # of Hours								

ACTIVITY #2. For each day of the week reported on page 3, list below under day, the ONE ACTIVITY that you preferred to do the most.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

If there was no activity you preferred doing on a particular day, write "NONE" under that day.

- - - -

ACTIVITY #4. Certain activities can be considered as MATURE or INDEPENDENT. List below at least five (5) activities that you consider to be mature or independent. You can consult with your family or friends for help in this activity. An example of a mature activity would be planning a party. If done alone, it could also be considered an independent activity.

1. _____

2. _____

3. _____

4. _____

5. _____

Of the activities you listed for Activity #3, which ones do you consider as mature or independent? List them below. (If none, write "NONE".)

1. _____

2. _____

3. _____

4. _____

5. _____

SUMMARY

Part of crossing the boundaries between youth and adulthood, in most cases, is recognizing the different kinds of activities that the two groups participate in. Young people often have very erroneous views of adult life. As a youth, you have freedom from certain obligations - earning a living, supporting a family, maintaining certain relationships in the social world (employer, neighbors, church, PTA, etc.) and making many decisions. Once a young person sees that this freedom is not also a part of the adult world, he can more readily adapt to being an adult. On the other hand, adults often have more freedoms than young people. If they have sufficient earnings, they can spend money to suit their needs and interests; they can vote; they can hold certain positions of prestige and power; and they can make independent decisions.

Look at the results of your Activities #2, #3, and #4. Write a paragraph below on how you would evaluate your own activities in terms of being MATURE and INDEPENDENT.

SUMMARY -- Continued

When you have evaluated your findings, take this LAP to your Work Experience Education Coordinator and discuss your activities and your evaluation of the activities. During this meeting, you should discuss the general evaluation of your activities and your paragraph on page 6.

The successful performance of this LAP would include completion of the activity inventory and Activities #2, #3, and #4.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.3 Understand the relationship between work and growing independence and maturity.

Performance Objective: 2.3.2 Based on your findings and conclusions for Performance Objective 2.3.1, project this rank order of your activities to some time in the future that is significant to you. Explain any differences you see between this list and the list you developed for Performance Objective 2.3.1.

NOTE TO THE STUDENT

When you have finished this LAP you will have listed those activities which you see yourself doing as an adult. In addition, you will compare those activities with your present list of activities and explain any differences between the two lists. The purpose of this LAP is to have you explain any differences in those activities which you believe to be characteristic of adults, and indicate how you are planning to become more adult in your activities.

RATIONALE

This LAP is designed to help you identify various aspects of your future as an adult.

DIRECTIONS

In this LAP you will complete four (4) activities. List your results of the activity inventory from LAP 2.3.1, project your regular activities as a young adult, identify independent activities, and write a brief essay on maturity.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. List the activities from page 3 of LAP 2.3.1 below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

For the next part of this activity, imagine that you are five to ten years older than you now are. List the activities which you think would represent how you would spend your time. Do not include: sleeping, traveling to and from work, and eating meals. If you plan to be working, do not include the time you spend working in the list. The minimum performance level on this activity is a list of at least five (5) items.

In order to make the list meaningful, you should ask some young adults who are five to ten years older than you are how they spend their time. What type of recreation do they prefer? How much time do they devote to their families? These questions will help you decide on the items to be listed.

1. _____

2. _____

3. _____

4. _____

5. _____

ACTIVITY #2. Explain why items in the second listing are NOT on your list from LAP 2.3.1. Your answer should be in at least two (2) complete sentences.

ACTIVITY #3. Which item(s) on your list (the second listing) show(s) INDEPENDENCE? (Write out completely.)

1.

2.

3.

4.

5.

ACTIVITY #4. Write a brief essay of from four (4) to ten (10) sentences on what you believe MATURITY represents to you. The minimum performance level on this activity is at least four (4) specific aspects of maturity. You may use a variety of references to help you complete this part of the LAP. You can start with a dictionary definition, then include an interview with a young adult (or adults), review your own work in LAP 2.3.1.

SUMMARY:

Read over the results of the previous LAP 2.3.1, and the lists you have completed for this LAP. From these lists and the work you did to complete these activities, you should have a better idea of the meaning of maturity. This is essentially the difference between the young person in high school and the young adult in the working world.

Read over the performance objective for this LAP. Do you feel that you have met the performance objectives by completing the activities in this LAP? _____

If you stated, "YES," then submit the completed LAP to your Work Experience Education Coordinator for credit.

If you stated, "NO," then explain what you did not accomplish by doing this LAP. Limit your explanation to one or two sentences.

_____

_____

_____

_____

If you answered, "YES" to the question above, you have successfully completed this LAP. If you have answered, "NO," but have explained why, then also, you have successfully completed this LAP.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: Exploratory

Program Goal: 2.3 Understand the relationship between work and growing independence and maturity.

Performance Objective: 2.3.3 Analyze your present career station, your career plans, and your school program. Indicate any changes you would like to make in any or all of them. Prepare a justification for these changes and discuss it with your counselor.

NOTE TO THE STUDENT

When you have completed this LAP, you will have analyzed your career station, your career plans, and your school program. In addition, you will also indicate what changes you would like to make in these areas and also write WHY you would like to make these changes.

RATIONALE

In the process of completing these LAPs, you have acquired additional information and concepts which are helpful in directing your choice of a career. Many adults readily admit that they missed the opportunity for early work experience and career planning, and thus found themselves in fields of work not entirely suited to their needs for personal fulfillment.

DIRECTIONS

In this LAP you will complete an analysis of your present career station, your career plans, and your school program. You will take a career quiz, a career station analysis, and a school program analysis. From these activities, you will have material to discuss your career plans with your counselor.

ACTIVITY #1. This activity involves the analysis of your career plans. Each of the following statements regards careers in general. These are all TRUE - FALSE statements. Mark your choice in the proper column.

	TRUE	FALSE
1. A career should provide a personal income to satisfy his needs and offer additional security beyond his needs.		
2. A career should be satisfying as a life activity other than as a source of income.		
3. A career should have advancement potential for the person who is more capable and ambitious.		
4. A career should offer the person in it a positive self-image. (For example, "I am a teacher." or "I am proud to serve my country as a Marine.")		
5. A person should stick with his chosen career for his working life.		
6. A career should enable a person to express his personal creativity.		
7. A career should be harmonious with a person's private (family) life. (Or put another way, a career should NOT interfere with a person's private or family life.)		

The minimum performance level on this activity is 5 out of 7 correct. Check page 3 for the correct responses.

- - - -

ACTIVITY #1 - Answers

The responses to the statements on page 2 are reported below. Although there are no objective TRUE - FALSE answers, these responses are consensus responses.

1. TRUE
2. TRUE
3. TRUE
4. TRUE
5. FALSE
6. TRUE
7. TRUE

ACTIVITY #2. This activity is an analysis of your present career station. The minimum performance level consists of a response to each item plus a summary statement of at least three sentences.

1. What is your present career station? _____

_____

_____

2. What do you do at your present career station? _____

_____

_____

3. Has your career station given you a good view of this field of work?

_____

Items 4 and 5 represent the summary statements.

4. What do you feel has been of the greatest value to you from this career station?

_____

_____

_____

5. What do you feel was lacking in this work experience?

_____

_____

_____

ACTIVITY #3. On this page, you will find a list of school-related programs, activities, and classes. Next to each one you are to rate it according to your view of how each item affects you in your planning for a career. Use the rating system below.

1 = ineffective
2 = usually not effective
3 = effective
4 = very effective

- -

Item - YOUR SCHOOL PROGRAM:

1._____ offers a wide selection of courses which discuss career planning.

2._____ offers a work experience education program on the campus.

3._____ offers an extended work experience education program which enables students to earn money at jobs both on and off campus.

4._____ offers discussion of careers in classes such as: history, English, art, and other classes not in business education or home economics.

5._____ offers college counseling to juniors and seniors.

6._____ offers vocational counseling to all students.

7._____ offers special programs such as "World of Work Week", "Career Day", "Career Assembly", etc.

8._____ Offers free job-placement service for students who want part-time and vacation work.

9._____ offers free printed materials on career planning and career selection.

Activity #3 continued

List below those items which you rated "1" or "2". If there are none that you rated "1" or "2", you have a pretty good school program regarding career planning, and do not have to offer suggestions for improvement. However, if you have some areas that are not effective, indicate what you would like done about them.

_____

_____

_____

_____

_____

_____

Indicate what changes you would recommend in each of these areas:

1. Your present career station:

_____

_____

_____

_____

2. Your career plans:

_____

_____

_____

_____

3. Your school program (related to career planning):

_____

_____

_____

_____

Activity #3 continued

After you have recommended changes (if any) on page 6, explain why you want these changes. Also indicate if your experience in work exploratory programs had any influence in recommending the change(s).

_____

_____

_____

_____

_____

_____

Take this LAP and discuss it with your counselor. The purpose of this LAP is to have you make some clearer career decisions. You may change your original plans; you may develop a completely new career approach; or you may just find out how many other reasonable roads there are to follow. In any case, the information in this LAP, together with a discussion with your counselor, may be very helpful in your career plans.

LAP Prepared By: Dr. Sol Taylor

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #_____

Type of Work Experience Education: EXPLORATORY

Program Goal: 2.3 Understand the relationship between work and growing independence and maturity.

Performance Objective: 2.3.4 Given information about career stations, select at least seven (7) career stations which you perceive as challenging to your abilities and potential as an adult worker. Compare your present level of independence and maturity to that required for successful performance in the first three (3) careers you selected.

NOTE TO THE STUDENT

When you have finished this LAP you will have selected at least seven (7) career fields from the list of career stations available. From the top three (3) in the selection, you will explain why you would be successful in those fields. You will compare your present level of independence and maturity to that required for successful performance in the first three (3) careers you selected.

RATIONALE

This LAP is designed to help you discover the careers which can offer you a challenge in terms of your abilities and potential.

DIRECTIONS

In this LAP you will obtain a list of career stations and select those which you think would suit your potential as an adult worker. You will analyze your top three (3) choices in terms of your present level of independence and maturity.

LEARNING ACTIVITIES AND RESOURCES

There are three (3) activities to this LAP. You are to complete all three. The minimum performance level is described in each activity.

ACTIVITY #1. Refer to the five (5) pages of training station data from the Whittier Union High School District Exploratory Work Experience Education Handbook. You may use this list or the list available from your own Work Experience Education Coordinator (if available.)

After you have completed reviewing the list of training stations, select at least seven (7) career stations (training stations) which you think would suit your potential as an adult working person. List them below: (WUSHD EWEE pages 5-11 in this LAP.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

The minimum performance level for Activity #1 is seven (7) career stations. If you list fewer than seven, you may add one or more of your own choice to bring the total to seven.

ACTIVITY #2. What do these seven (7) career stations have in common which you find attractive? The minimum performance level on this activity is at least one (1) common feature of the career stations listed in Activity #1. Your answer should be in narrative (sentence or paragraph) form.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ACTIVITY #3. Select the top three (3) items on your list from Activity #1. List them below. For each one, compare your present level of independence and maturity to that required for successful performance in that field. In other words, do you feel that you have the necessary qualifications to become successful in each field? You have defined independence and maturity in previous LAPs, but to assist you in this activity, here are some brief examples of each:

(a) <u>independence</u> - earning your own money to buy a car and pay the insurance premiums on it.

(b) <u>maturity</u> - being able to budget your earnings so that a certain amount is kept in a savings account for future needs while spending is held to more necessary and immediate items.

For each choice below, state what you feel your qualifications are.

Choice #1: _____

My qualifications: _____

_____

_____

Choice #2: _____

My qualifications: _____

_____

_____

Choice #3: _____

My qualifications: _____

_____

_____

The minimum performance level on this activity is the listing of three (3) choices and one (1) reasonable argument for each choice.

SUMMARY

The information you have completed in this LAP can be useful to you in several ways. You can use the information in planning your college program if you desire to continue your education after high school. The choice of career stations will indicate if continued education is necessary and/or desirable. This LAP would thus be useful in any discussion with your counselor in the senior year.

You can review this LAP with your Work Experience Education Coordinator in reference to placement in a training station for more exposure to a given career.

You can use this information for career planning with your parents if it requires their support and guidance.

LIST OF CAREER TRAINING STATIONS
EXPLORATORY WORK EXPERIENCE EDUCATION
WHITTIER UNION HIGH SCHOOL DISTRICT

01.01 ACCOUNTING

Station .01 Darling, Wold & Agee
Station .02 City of Pico Rivera, (Finance Department)
Station .03 Fluid Packed Pump Company (Office)
Station .04 Presbyterian Intercommunity Hospital (Bus. Office)

01.02 ADVERTISING

Station .01 The Daily News

01.03 ART

Station .01 Bob Bates Art Service
Station .02 Max F. Heimboch
Station .03 Turner's Art Store

01.04 AUTO MECHANIC

Station .01 Metropolitan State Hospital
Station .02 Mike's Union Service

02.01 BANKING

Station .01 Quaker City Federal Savings & Loan
Station .02 Security Pacific National Bank
Station .03 United California Bank
Station .04 Beneficial Finance Company (Male)
Station .05 Beneficial Finance Company (Female)
Station .06 Bank of America

02.02 BUSINESS

Station .01 Whittier Hospital (Administration)

02.03 BUILDING TRADES

Station .01 Metropolitan State Hospital (Cabinet-making)
Station .02 Metropolitan State Hospital (Painting)
Station .03 Metropolitan State Hospital (Plumbing)
Station .04 Metropolitan State Hospital
Station .05 Lietzau Pattern Company
Station .06 Oromill Lumber, Inc.
Station .07 Whittier Union High School District (Locksmith)
Station .08 Whittier Union High School District (Plumber)

03.01 CITY ADMINISTRATION

Station .01 City of Santa Fe Springs
Station .02 City of Pico Rivera
Station .03 City of Pico Rivera (City Planning)

03.02 CLERICAL

Station .01	Whittier Hospital (Switchboard)
Station .02	Beverly Manor - West (Secretarial)
Station .03	Well & Fritz, Attorneys (Legal Secretary)
Station .04	Eric Burton, Attorney (Legal Secretary)
Station .05	Myers Department Store (Accounting & Office Pract.)
Station .06	Pacific Telephone & Telegraph Co. (Whittier)
Station .07	Pacific Telephone & Telegraph Co. (Montebello)
Station .08	Rose Hills Memorial Park
Station .09	City of Pico Rivera (PBX Switchboard)
Station .10	Whittier Union High School District (Purchasing)
Station .11	Eastman Kodak Company (Office Services Department)
Station .12	Volt Instant Personnel & Printing
Station .13	Bank of America (Santa Fe Springs Branch)
Station .14	Bank of America (Santa Fe Springs Branch)
Station .15	Pacific Clay Products
Station .16	American Forest Products Corp.
Station .17	Whittier Greeters, "Welcome Neighbors"
Station .18	Pacific Telephone & Telegraph (Customer Service Bureau)
Station .19	East Whittier YMCA

03.03 COSMETOLOGY

Station .01	Vanity Fair Hair Stylists, Inc.
Station .02	California Barber Shop
Station .03	Bartmore Beauty College
Station .04	Bernard's Hair Design

03.04 CHIROPRACTOR

Station .01	Dr. Carrell W. Morgan, Jr.

04.01 DATA PROCESSING

Station .01	Whittier Union High School District

04.02 DENTAL ASSISTING - DENTISTRY

Station .01	L. A. College of Medical and Dental Assistants
Station .02	P. E. Burkhalter, D.D.S.
Station .03	Dr. Gentile, D.D.S.
Station .04	Southland College of Medical & Dental Assistants
Station .05	Dr. David Littlefield, D.D.S.
Station .06	James Bartscherer, D.D.S.-- (Dental Assisting)
Station .07	James Bartscherer, D.D.S.-- (Dentistry)
Station .08	Dr. Breene Murphy, D.D.S.
Station .09	Dr. Hernan Briggs, D.D.S.

04.03 DRAFTING

Station .01	Union Oil Company of California
Station .02	Volt Instant Personnel & Printing
Station .03	Stoody Company
Station .04	Kemmerer Engineering Company, Inc.
Station .05	Fluid Packed Pump Company

05.01 EDUCATION

Station .01 Hadley Nursery Pre-School
Station .02 Lindsey Nursery School
Station .03 Lindsey Grade School
Station .04 Primanti Montessori School
Station .05 Vicki Lynn Day School
Station .06 Oralingua School
(Separate bulletin is issued) - Elementary Teaching - East Whittier, Little Lake Los Nietos, South Whittier, and Whittier City

05.02 ENGINEERING

Station .01 City of Pico Rivera (Public Works Department)
Station .02 Union Oil Company of California (Petroleum Engineer)
Station .03 Texaco, Inc.
Station .04 City of Whittier (Engineering Department)
Station .05 Pacific Clay Products
Station .06 Union Oil Company of California (Geologist)

05.03 ELECTRONICS

Station .01 Ted's Radio & Television
Station .02 Eastman Kodak Company (Apparatus Service Dept.)
Station .03 Whittier Union High School District

06.01 FIRE DEPARTMENT

Station .01 Fire Department, City of Whittier

06.02 FLORIST

Station .01 Civic Center Florist
Station .02 C & D Nursery

07.01 GAS PLANT OPERATOR

Station .01 Union Oil Company of California
Station .02 Union Oil Company of California
Station .03 Union Oil Company of California

08.01 HOME ECONOMICS

Station .01 Metropolitan State Hospital (Food Services)
Station .02 Presbyterian Intercommunity Hospital (Dietary)

08.02 Station .01 Metropolitan State Hospital
Station .02 Metropolitan State Hospital
Station .03 Metropolitan State Hospital

08.03 HEARING

Station .01 Beltone Hearing Center

09.01 INSURANCE

Station .01 Francis A. Jansen, C.P.C.U.
Station .02 Mutual Life Insurance Company of New York
Station .03 Alton Tice, C.L.U.

09.02 INTERIOR DECORATING

Station .01 H. I. Perry Distinctive Furniture
Station .02 Beal's Home Furnishings
Station .03 Van Cleave's, Inc.

10.01 JOURNALISM

Station .01 The Daily News

12.01 LABORATORY WORK

Station .01 Collard Rose Optical Laboratory
Station .02 Bankhead Clinical Laboratory
Station .03 Oak Dental Laboratory

12.02 LAW

Station .01 Earl Riley, Attorney
Station .02 Weil & Fritz, Attorneys
Station .03 Eric Burton, Attorney
Station .04 Miss Marilynn Hofstetter, Attorney

12.03 LIBRARY

Station .01 Whittier Public Library

13.01 MAINTENANCE

Station .01 Whittier Hospital
Station .02 City of Whittier (Department of Public Works)
Station .03 Metropolitan State Hospital
Station .04 Metropolitan State Hospital (Plant Operations)

13.02 MENTAL HEALTH

Station .01 Metropolitan State Hospital

13.03 MACHINE SHOP

Station .01 Fluid Packed Pump Company
Station .02 Metropolitan State Hospital
Station .03 Stoody Company

14.01 NURSING

Station .01	Presbyterian Intercommunity Hospital (Medical)
Station .02	Presbyterian Intercommunity Hospital (Surgical)
Station .03	Presbyterian Intercommunity Hospital (Pediatrics)
Station .04	Presbyterian Intercommunity Hospital (Obstetrics)
Station .05	Whittier Hospital
Station .06	Beverly Manor - West

15.01 OPTOMETRY

Station .01	Gerald J. Cox, O.D.
Station .02	Dr. Daniel Leon
Station .03	Dr. Raymond D. Winnen
Station .04	Dr. Clyde R. Rastall

16.01 PHARMACY

Station .01	Lambert Pharmacy
Station .02	Mr. Raymond Skirznyski

16.02 PHOTOGRAPHY

Station .01	The Daily News

16.03 PODIATRY

Station .01	Duane H. Dyer, D.P.M.
Station .02	Metropolitan State Hospital

16.04 POLICE DEPARTMENT

Station .01	Whittier Police Department (Male)
Station .02	Whittier Police Department (Female)

16.05 PRINTING

Station .01	Creative Litho Printing Service

18.01 RADIOLOGY

Station .01	Whittier Hospital (X-Ray Department)
Station .02	Metropolitan State Hospital
Station .03	Presbyterian Intercommunity Hospital

18.02 REAL ESTATE

Station .01	Bolander Realty
Station .02	Paul S. Barmore, Glenn Realty

18.03 RECREATION

Station .01	City of Pico Rivera (Park Recreation)
Station .02	Los Nietos School District (Craft Classes)
Station .03	Los Nietos School District (Coaching & Officiating)
Station .04	Los Nietos School District (Coaching & Officiating)
Station .05	Los Nietos School District (Coaching & Officiating)
Station .06	Los Nietos School District (Coaching & Officiating)
Station .07	East Whittier YMCA (Physical Education)

18.04 RELIGIOUS EDUCATION

Station .01	St. Matthias Episcopal Church
Station .02	St. Matthias Episcopal Church

18.05 RETAILING

Station .01	Browse About Book Shop
Station .02	Religious Book Discount House

19.01 SECURITIES & INVESTMENTS

Station .01	Bateman, Eichler, Hill, Richards, Inc.

19.02 SOCIAL WORK

Station .01	East Whittier YMCA (Family Activity)

20.01 THERAPY

Station .01	Metropolitan State Hospital (Rehab. Therapies)
Station .02	Metropolitan State Hospital (Physical Therapy)
Station .03	Presbyterian Intercommunity Hospital (Rehab.)

21.01 UPHOLSTERY

Station .01	The East Los Angeles Community Union

22.01 VETERINARY MEDICINE

Station .01	Fink Veterinary Hospital
Station .02	County Line Animal Hospital

23.01 WAREHOUSE

Station .01	Eastman Kodak Company (Stock Service Department)
Station .02	Van Cleave's, Inc.
Station .03	Presbyterian Intercommunity Hospital (Receiving and Storage)

23.02 WELDING

Station .01	Whittier Union High School District
Station .02	Stoody Company
Station .03	Riverside Steel Construction
Station .04	Metropolitan State Hospital

25.01 YOUTH ACTIVITIES

Station .01	East Whittier YMCA
Station .02	Whittier YMCA